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ABSTRACT

This curriculum guide is part of a series designed by the Connecticut Migratory Children's Program to assist bilingual teachers in providing a coordinated program of studies for pre-school through grade three students whose dominant language is Spanish. Formal descriptions of skills and activities are written in English, but materials to be used directly with children are in Spanish. This guide is designed for grade one social studies. It is divided into two main sections. Section one, "Units, Skills, and Vocabulary," is centered around these units: (1) Myself, (2) My School, (3) My Family, (4) My Home, (5) My Community, (6) Transportation, (7) Communication, and (8) Animals. For each unit, vocabulary and appropriate skills and concepts are listed. Section two contains activities to accompany the development of the concepts associated with the topics in section one. The activities are graphically illustrated. (AM)

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CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

Bilingual-Bicultural Curriculum

For Grade 1 - Social Studies

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INTRODUCTION

This is a curriculum guide to assist bilingual teachers in providing a coordinated program of studies for pre-school through grade three students whose dominant language is Spanish. In the review or utilization of this suggested curriculum guide for bilingual-bicultural education it is essential to be aware of the philosophical and instructional principles which were used as a common base for this developmental effort. As curriculum decisions were made by the working committees, constant referral was made to previously established premises. These premises justified specific curriculum recommendations and caused the rejection of others. For example, a major premise or principle underlying this curriculum structure deals with the matter of diagnostic-prescriptive education. There can be no norm of achievement for all children, and the function of providing levels of possible accomplishment in the curriculum guide is for the purpose of insuring sequential development and presenting logical expectations of what is appropriate instruction for specific age groups. A child should not be restricted to or forced to achieve at any norm. A child should move on when he is ready and be restricted only by his own achievement, not by any suggested average for children.

Other philosophical or instructional principles considered to be non-negotiable when the working committee began the preparation of this curriculum guide are as follows:

1. The curriculum core or focus for pre-school and kindergarten levels would center on developmental concepts appropriate for children of this particular age.

2. The curriculum core or focus for grades one through three would center on social studies units with other areas of instruction such as language arts, arithmetic, science, etc. specifically related to these same social studies units.

3. The total curriculum with its instructional implications would involve the development and understanding of Puerto Rican history and culture.

4. The curriculum would be developed for use with children who linguistically were Spanish-dominant.

5. The teaching of English as a second language would be of secondary importance and taught on an informal basis at the pre-school and kindergarten levels.

6. The teaching of English as a second language would command a high priority and be of major importance in grades one through three.

7. The instructional methodology planned for this curriculum would have the English learning program "keyed" to the teaching provided to the children in Spanish.

8. The instructional program should make every attempt not to confuse the children through the simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points of instruction for the teaching process in both Spanish and English. For example, insofar as possible a common vocabulary should be used for the two languages so that conceptual understanding and comprehension can be held within a reasonable range for the children involved.

It is recognized that many staffing patterns and philosophical points-of-view exist in the implementation of bilingual-bicultural education in Connecticut. However, it is intended that this curriculum guide and structure will contribute to equalizing the educational opportunities of the Spanish-speaking child and, through a respect and understanding of their cultural background, will result in a positive self-image among these children.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative through grants from the Connecticut State Department of Education and the New England Program in Teacher Education. The work of the project was accomplished by a variety of people who completed the developmental tasks required for this guide. Assistance in the coordination of this program came from Ms. Rosa Quezada and Dr. John Dixon. The bilingual educators who spent many long hours writing this curriculum were:

Mrs. Aida Comulada
Mrs. Inés Heinrihar
Mrs. Gladys Labas
Mrs. Gloria Velasco
Dr. William Jassey
Mrs. Lisa Long
Mrs. Rosalina Soto

Ms. María Kurcbart contributed extensively to the curriculum both in an editorial capacity and as an artist producing the many illustrations which make the guide more meaningful. Much of the organizing, reviewing, re-writing, and typing of the guide was done by Ms. Deborah Zale. This guide utilizes the concept that effective learning can be enjoyable and that the Spanish culture should be an important component of any curriculum for children with Spanish cultural traditions. Copies of this guide can be secured from the Connecticut Staff Development Cooperative in Hamden, Connecticut.

Alexander J. Plante, Ph.D.
Director
Bilingual Curriculum Development Project

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Director
Connecticut Staff Development Cooperative

SOCIAL STUDIES

BILINGUAL-BICULTURAL CURRICULUM FOR GRADE ONE CHILDREN

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UNITS, SKILLS AND VOCABULARY
FOR
SOCIAL STUDIES CURRICULUM
GRADE ONE

UNIT	SKILLS	VOCABULARY
I. Myself	A. Is able to develop an accurate self-concept in terms of name, age, physical characteristics, language, and nationality.	Country, Borinquén, Boriquén, Coquí, Polacos, Italianos, town, state, city, race, continent, province.
	B. Is able to acquire self-respect through an understanding of family origins.	First inhabitants, Taíno Indians, Spain, Spaniards, Spanish, Africa, Africans, slaves, ships, discovery, San Juan Bautista, history, Christopher Columbus, Central American, North American, legends, stories.
	C. Is able to develop an accurate self-concept through recognition of personal likes and dislikes.	Feeling, happy, sad, angry, sick, mood, expression, friendship, fear, appreciation, television, hobbies, games, books.
	D. Is able to identify the maps and flags of Puerto Rico and Connecticut from their shape.	Map, island, flag, national anthem, stripes, stars, ocean, sea, north, south, east, west, Carribean Sea, Atlantic Ocean, Isla del Encanto, mountain, valley, river.
II. My School	A. Is able to understand that participating in a classroom requires sharing with other people.	Friends, companions, students, teacher, sharing, helping, cooperating, giving, taking.
	B. Is able to understand what each area of the classroom is used for and where the different classroom materials belong.	Supplies, trays, lunchbox, charts, coats, mittens, hats, order, neat, desk, cabinets, shelves, boxes.

UNIT	SKILLS	VOCABULARY
	C. Is able to develop a sense of loyalty to the school.	Loyalty, membership, group, respect, pride.
	D. Is able to understand how different people contribute to the maintenance of the school.	Custodian, clean, repair, assist, principal, supervise, cafeteria workers, cook, wash, prepare, serve, counselor.
	E. Is able to understand the standards or norms involved in being a member of a group.	Rules, clean, washed, combed, "good morning," "good afternoon," "excuse me," pass, manners, role, punctuality, directions, responsibilities.
	F. Is able to understand how classroom activities fit within the school as a whole.	Recess, schedule, lunch, pledge, early, late, morning, afternoon, evening, working, playing, sharing, English, Spanish, Mathematics, Science, Social Studies, Art, Music, Gym, Language.
	G. Is able to identify similarities and differences between schools in Puerto Rico and Connecticut.	Uniform, environment, climate, schedule, building materials, size, landscaping.
	H. Is able to identify the parts of a school.	Street, building, yard, hallway, principal's office, nurse's office, lunchroom, cafeteria, playground, classrooms, upstairs, downstairs, street corner, walls, roof, floor plan, entrance, exit.
	I. Is able to associate the months of the year with concrete activities, events, celebrations, and holidays which are related to the school.	September, bell, October, pumpkin, November, Columbus, December, "El Lechoncito," January, "Tres Reyes Magos," February, heart, March, kite, April, umbrella, May, flowers, June, beach, July, flag, August, sun.

UNIT	SKILLS	VOCABULARY
III. My Family	A. Is able to understand the different people who make up a family.	Mother, father, grandfather, grandmother, parents, grandparents, uncle, aunt, cousins, nephew, niece, godmother, godfather, godchild, stepmother, stepfather, stepbrother, stepsister.
	B. Is able to understand variations in the way families live in different locations.	House, one-family, two-families, apartment, condominium, rent, mountain, valley, urban, suburban, farm, country, city, town, village.
	C. Is able to associate members of the family with activities carried out at different times of the day.	Share, plan, enjoy, "working together," tired, carrying, picking, pushing, lifting, preparing, story-telling, washing.
	D. Is able to understand how people in the past have lived in families.	"Bohío," log cabin, "caney," colonial house, tepee, igloo, castle, fort, "hacienda," "caserío," sod house, shack, stone necklace, hammocks, masks, "Vasijas," "Cemíes," "dujo," hats, broom, candles, spinning wheel, soap.
IV. My Home	A. Is able to identify the different parts of a house and associate furniture with these different parts.	Home, house, bedroom, living room, dining room, kitchen, bathroom, patio, terrace, balcony, backyard, basement, roof, garden, "batey," "caney," "bohío."
	B. Is able to associate different parts of the house with activities.	Sleeping, eating, playing, resting, watching television, listening to music, cooking, bathing, gardening, planting, fix-up, decorate, maintain, paint, garbage, trash.
	C. Is able to understand the relationship between location on the earth, climate, and the construction of houses.	Climate, earth, sun, rotation, axis, summer, winter, spring, fall, temperature, temperate, mild, harsh, cold, heat, rain, tropical, rain forest, snow, sleet, storm, protection, danger.

UNIT	SKILLS	VOCABULARY
	D. Is able to understand how man uses natural resources in the building of homes.	Palm leaves, sugar cane leaves, wood, stone, cement, concrete, asphalt, adobe, mud, ice blocks, straw, reed, sticks, grass, fabric, cinderblocks, aluminum, steel, bricks, natural resources, houseboat.
V. My Community	A. Is able to understand the community as a system of interdependent people.	Community, "Yucayeque," town, city, village, neighborhood, neighbors, roles, trade, business, buy, sell, food, clothing, shelter, protection, care, communications.
	B. Is able to associate community members with the contribution that they make to the welfare of the community.	Workers, farmer, "carnicero," "frutero," "lavandera," cleaner, mailman, barber, busdriver, teacher policeman, doctor, nurse, crossing guard, shoemaker, fireman, carpenter, plumber, painter, gardener, electrician, street sweeper, seamstress, icecream man, "piraguero."
	C. Is able to identify the similarities and differences between communities.	Rural, urban, size, economy, transportation, communication, population, density.
	D. Is able to understand how communities express their togetherness.	Knowing, greeting, work, celebration, "Fiestas Patronales," festivals, parade, holiday, entertainment.
	E. Is able to construct a simple map.	Park, square, green, plaza, traffic light, meat store, laundry, fruit store, post office, supermarket, "almacén," barbershop, police station, hospital, fire station, avenue, street, intersection, two-way street, one-way street, dead end, cross walk.

UNIT	SKILLS	VOCABULARY
VI. Transportation	A. Is able to identify and distinguish different means of transportation.	Walking, flying, riding, boating, sailing, horseback-riding, roller-skating, canoe, raft, ox-cart, buggy, stage coach, camel, donkey, ostrich, sled, school bus, backpacking, dock, stable, garage, barn, hanger, space-ship, space capsule.
	B. Is able to distinguish between the main categories of transportation.	Air, water, land, space, underground travel, business, pleasure, vacation, visiting, learning, sight-seeing, shopping, delivering.
	C. Is able to locate places on a map.	Distance, location, coast, inland, miles, north, south, east, west, island, between, left, right, short, long, capitols, downtown.
	D. Is able to relate routes and means of transportation on a map.	Choose, overseas, railroad tracks, highways, roads, channels, oceans, seas, rivers, waterways.
VII. Communication	A. Is able to distinguish the different purposes for communication.	Emergency, information, announcements, greetings, conversations, telling, messages, transmit, friendship, sharing, news, telephone, newspaper, radar, satellite, letter, telegram, television, morse code, talking, singing, waiting, sign language, drums, smoke, hieroglyphics.
VIII. Animals	A. Is able to distinguish the different uses that people have for domestic animals.	Companionship, transportation, food provider, working tool, recreation, agriculture, communication, sports.
	B. Is able to associate wild animals with the continent or country from which they come.	Africa, zebra, lion, hippopotamus, giraffe, gorilla, Australia, kangaroo, America, birds, buffalo, chinchilla, alligator, chameleon, coquí, Asia, panda bear, muskrat, Europe, sheep, goat, milking cows.

ACTIVITIES FOR

SOCIAL STUDIES CURRICULUM FOR GRADE 1

I. Myself

A. Is able to develop an accurate self-concept in terms of name, age, physical characteristics, language, and nationality.

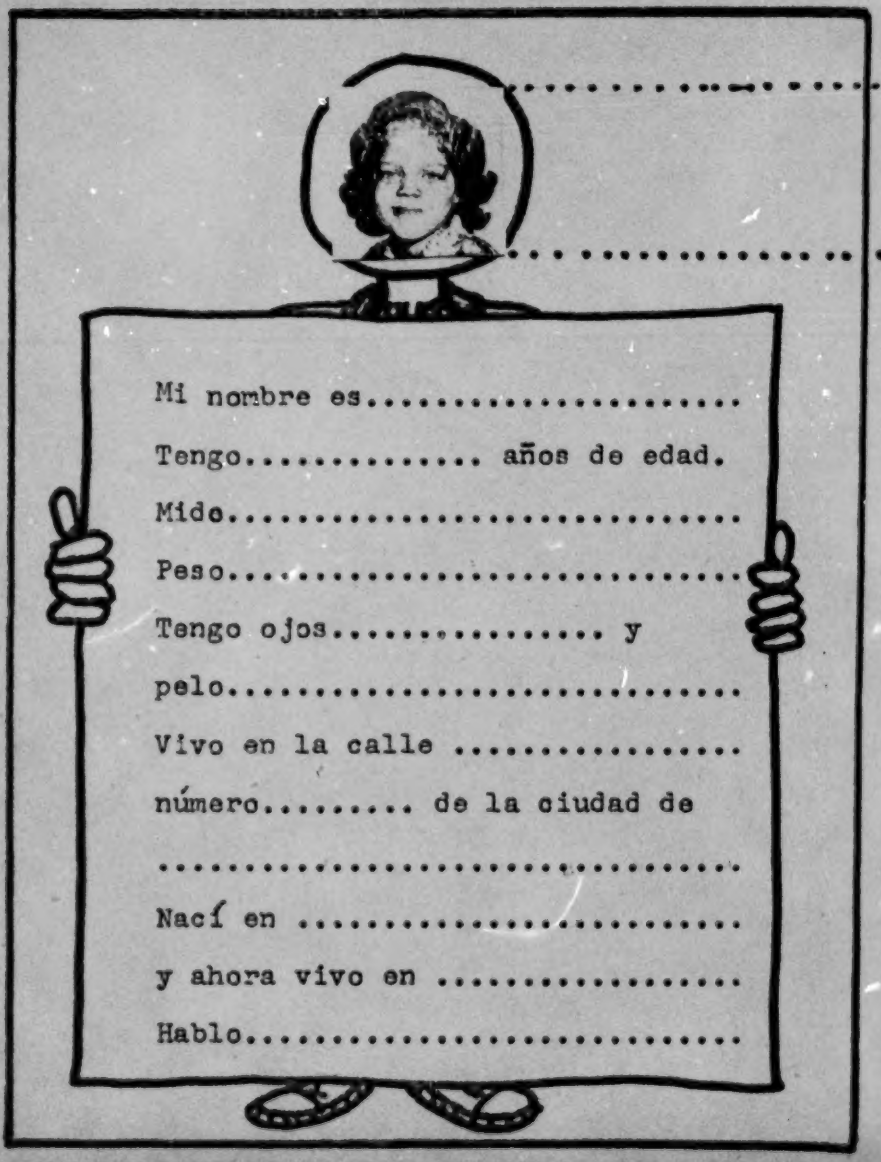
a. Have the children bring pictures of themselves to school. The teacher can collect these pictures and then show them to the whole class having the children guess who is in each picture. These pictures can then be pasted on a small poster board for each child. Information about each child will be recorded on these posters. These posters can then be used to make a bulletin board.

b. The teacher can make charts to show characteristics of the children -- eye color, hair color, hair texture, etc. For example, a chart could be entitled, "Brown Eyes" and have a picture of brown eyes on it. The names of all the children having brown eyes could be placed on this chart.

c. Make duplicated sheets having an outline of a head at the top. At the bottom can be incomplete descriptive sentences about physical characteristics. For example, "My hair is _____." The children can color the drawing to represent themselves and then fill in the blanks.

d. The children can make school bags out of oak tag. The children can fill their bags with mirrors, combs and brushes. The children can use the mirrors to investigate themselves -- their eyes, noses, ears, skin, teeth. The teacher can ask questions such as: "What color are your eyes?," "Is your hair straight or curly?," "Can you comb your hair nicely?," "Are your eyes small or big?," "Have you lost any of your teeth?."

e. Each day for several days in a row the teacher can hold a discussion with the children about how they feel that day -- happy, sad, angry, sick -- and why they feel that way. The teacher can make duplicated sheets which are calendars of the month. On each day of that month the children can make a picture to represent the way they feel that day. At the end of the month the children can count how many days they were happy or sick or sad or angry to get a general impression of how they felt that month.



paste picture in circle.

I.A.a. Myself

Make posters as shown.

Fill in the blank spaces with each child's personal information.

Paste the picture of that child on the circle at the top. Hang these posters around the room.

Make another for blue eyes, brown eyes, black eyes.....

Make another for black hair, blonde hair.....

Make another for light skin, tan skin.....

ojos _____

.....

.....

.....

.....

.....

pelo _____

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piel _____

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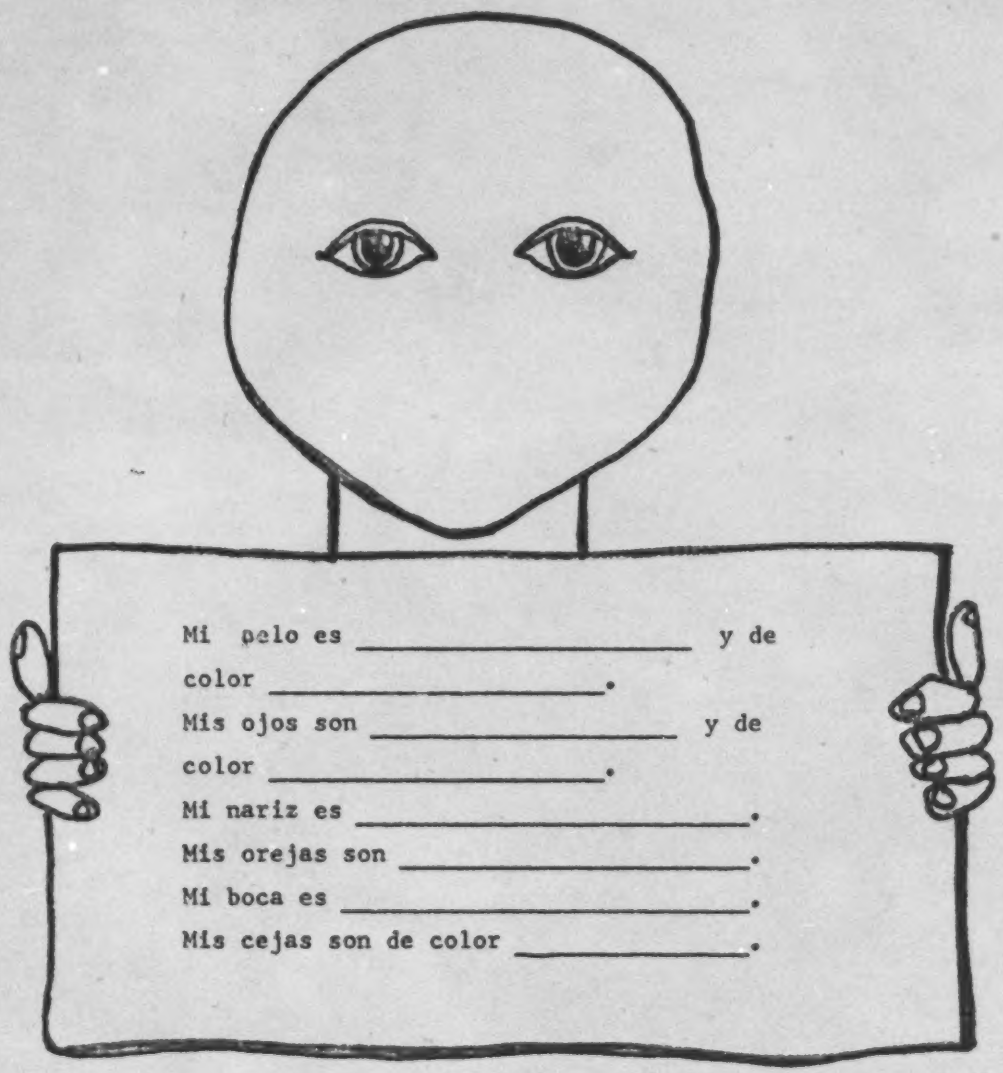
I.A.b. Myself Make charts as shown. Fill in the names of the children with the physical characteristic.



Mi pelo es _____ y de color _____.

Mis ojos son _____ y de color _____.

Mi nariz es _____.

Mis orejas son _____.

Mi boca es _____.

Mis cejas son de color _____.

OJOS: pequeños
grandes
redondos
alargados
azules
verdes
marrones
negros

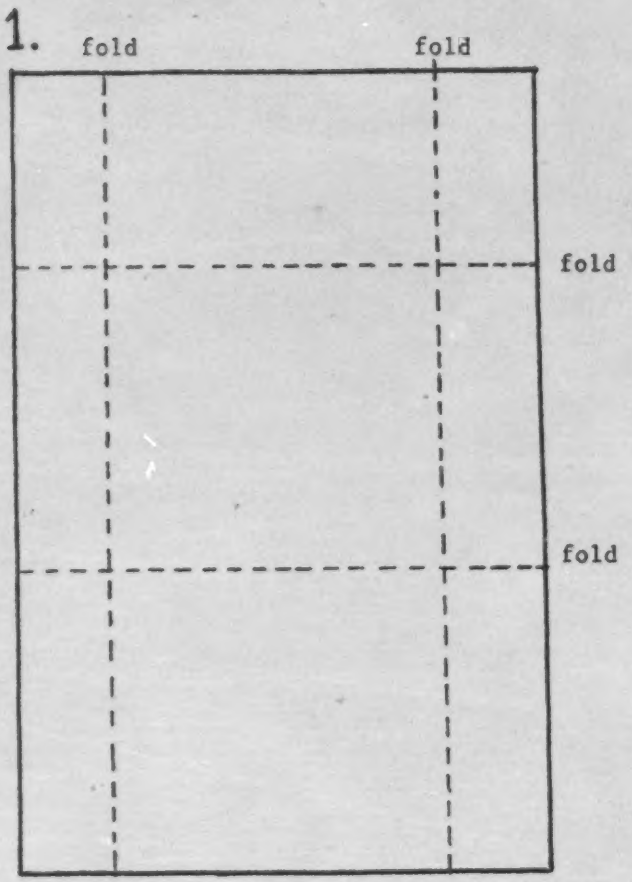
PELO: castaño
pelirrojo
rubio
negro
rizado
lacio
largo
corto

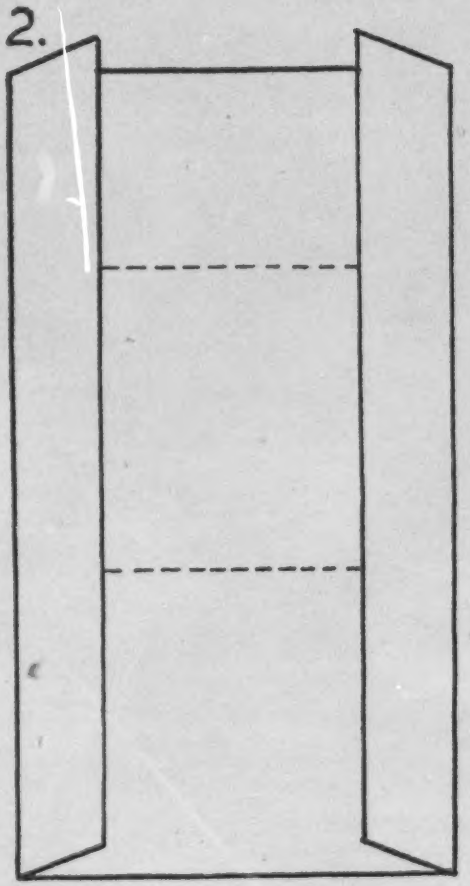
NARIZ: grande
pequeña
recta
respingada
chata

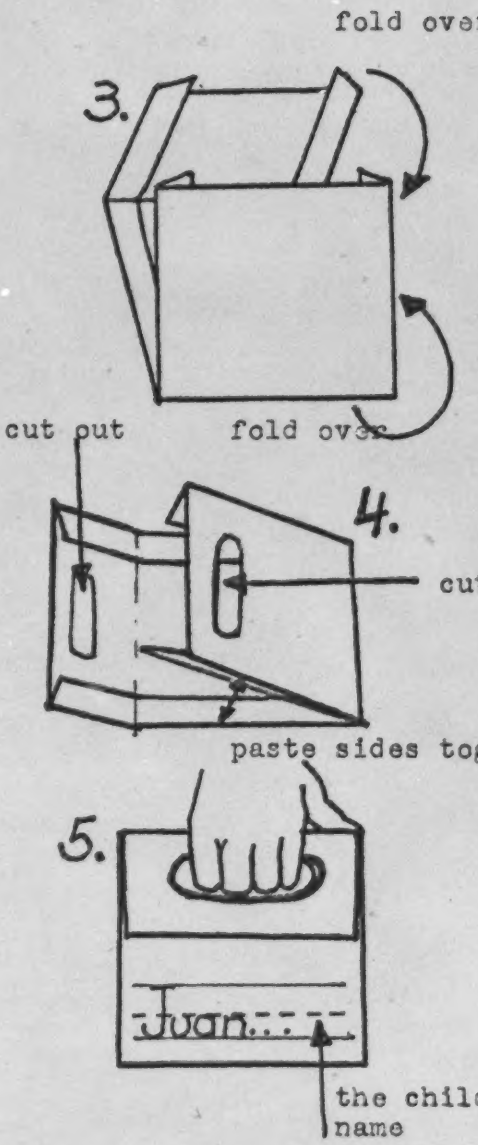
OREJAS: grandes
pequeñas

BOCA: grande
pequeña

CEJAS: castañas
pelirrojas
rubias
negras



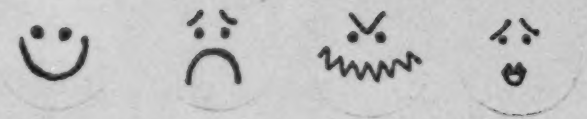




I.A.d. Myself

School bag: 1 and 2. Fold along dotted lines.
3. Fold bottom and top as shown.
4. Cut holes.
5. Write each child's name in front.

feliz triste enojado enfermo



happy sad angry sick

I.A.e. Myself

Make a duplicated sheet of the calendar for each month.

Have empty circles inside the squares for each date.

Children will write the date and draw the face that is appropriate for the mood they are in that day.

At the end of the month the calendar can be reviewed with each child.

NOMBRE .....

mayo

domingo	lunes	martes	miércoles	jueves	viernes	sábado
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

B. Is able to acquire self-respect through an understanding of family origins.

a. The teacher can make a large outline of the shape of Puerto Rico on oak tag and put the names of the oceans around Puerto Rico on it. The rivers and mountains of Puerto Rico can be marked in. The teacher can make dolls to represent different characters in the history of Puerto Rico -- Taino Indians, Christopher Columbus, Spaniards, African Slaves, Americans. The teacher can then narrate the history of Puerto Rico using the dolls to represent what was happening at any given time.

b. Using the oak tag representation of Puerto Rico, the teacher can divide the map into the provinces and large cities. The children can write their names on small cards and paste these cards in the province where their family came from. On different days the teacher can focus on a different province explaining what it is like in the provinces where the children come from. If there are children who don't come from Puerto Rico, the teacher can make maps of these other countries so these children can paste their names on the other maps. The teacher can then describe these other countries.

c. A picture of "el coquí" can be shown to the class. A short story of "el coquí" should be read. If a recording of the melody produced by "el coquí" can be played to the class it would be ideal in terms of relating to the language. The story of the coquí could go like this:

Tomasito -- el Coquí

Había una vez un amiguito pequeñito y jugueton. Vivía en un sitio que era una islita preciosa. Alrededor de esta islita habían unas playas muy lindas. La arena era limpia y las palmas de coco muy altas. Las flores, como las amapolas, tenían mucho perfume.

A nuestro amiguito le gustaba pasearse de hoja en hoja y de flor en flor cantando alegremente "coquí-coquí-coquí-quí-quí-quí." Un día llego Pedrito a jugar con su bola en la playa. Pedrito siempre había vivido en esa islita llamada Puerto Rico y le gustaba jugar en las playas.

Un día Pedrito se sorprendió al ver detrás de una de las flores de amapola, algo pequeñito y verde que saltaba de flor en flor. Cada vez que Pedrito lo iba a coger, saltaba para otro lado.

Así pasaron los días. Un día Pedrito se levantó muy temprano en la mañana y se fué a la playa. Al ir caminando escuchó "coquí-coquí-coquí-quí-quí-quí." Trató de buscar que era y nada veía. Se sentó cerca de las amapolas y nada vió.

De pronto algo le brincó a la cabeza cantando alegremente "coquí-coquí-coquí-quí-quí-quí." Pedrito le abrió su mano y ahí salto, cantando y jugando.

Pedrito le dijo, "Ahcon que sabes cantar! Cantas muy bonito. Sabes, te pondré de nombre, coquí y como ya has venido donde mí podremos jugar todos los días. Tomasito Coquí te llamaré. Sí, debes tener nombre y apellido." (continued)

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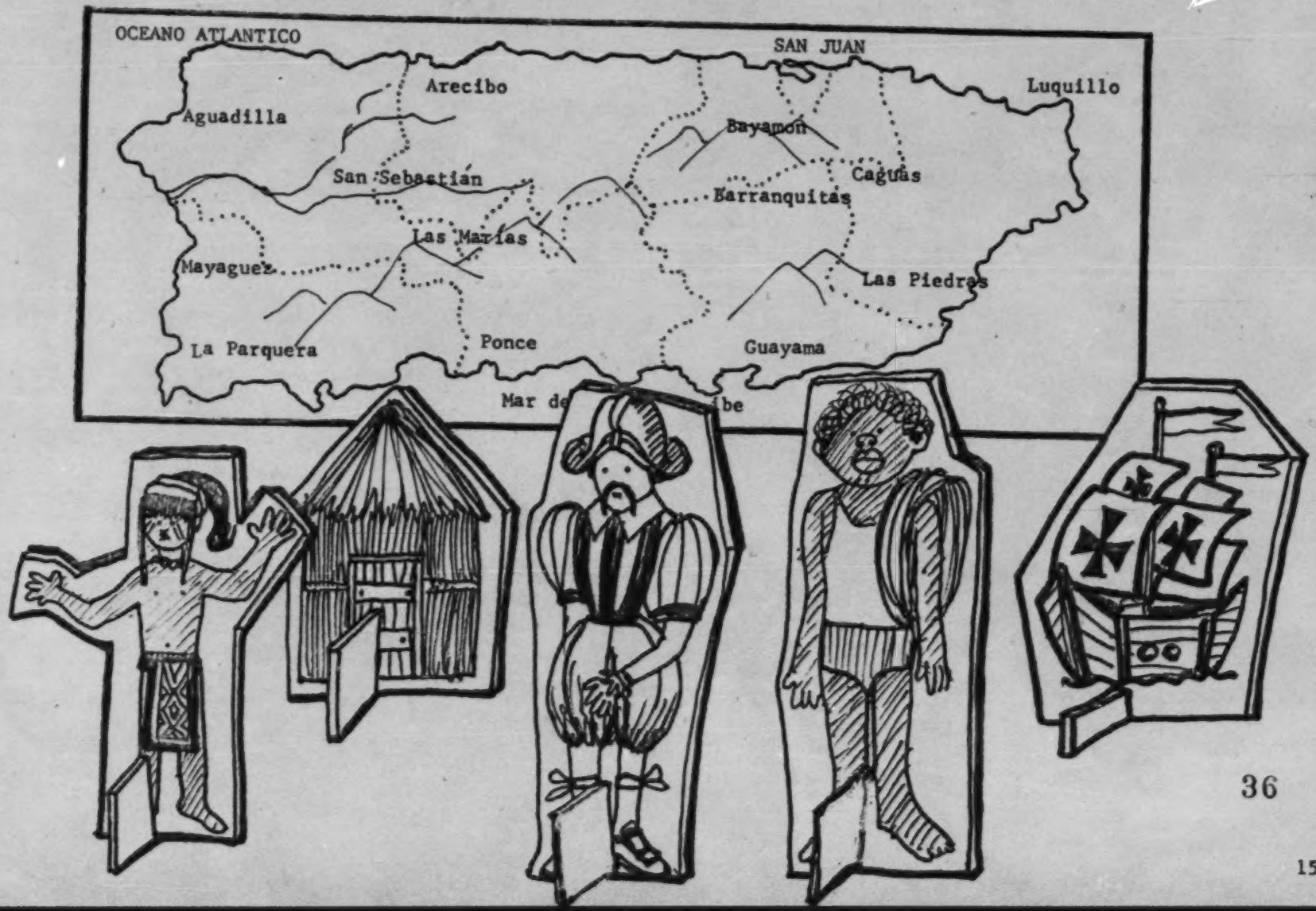
I.B.a.b. Myself



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Tomasito Coquí, le contestaba con su alegre canción. "No sé cuantos años tendrás tú, pero me imagino que como sabes cantar tan bien, tendrás por lo menos un año. Yo tengo cinco años y pronto iré a la Escuela. Te llevaré conmigo pero debes prometer estar muy calladito. Ademas como tu cantas mas bien tempranito en la mañana, creo que no molestarás a la maestra. Ven Tomasito Coquí a jugar..." Tomasito Coqui brincó al hombro de Pedrito y contentos se fueron a las palmas a jugar.

(Por:Rosalina Soto)

d. After reading the story, the teacher can show more pictures of "el coquí" and have a class discussion of the physical characteristics of the coquí -- color, shape of the legs, eyes, head and body. The teacher can make duplicated sheets on which the children can make a picture of a coquí by drawing lines connecting a series of numbers.

C. Is able to develop an accurate self-concept through recognition of personal likes and dislikes.

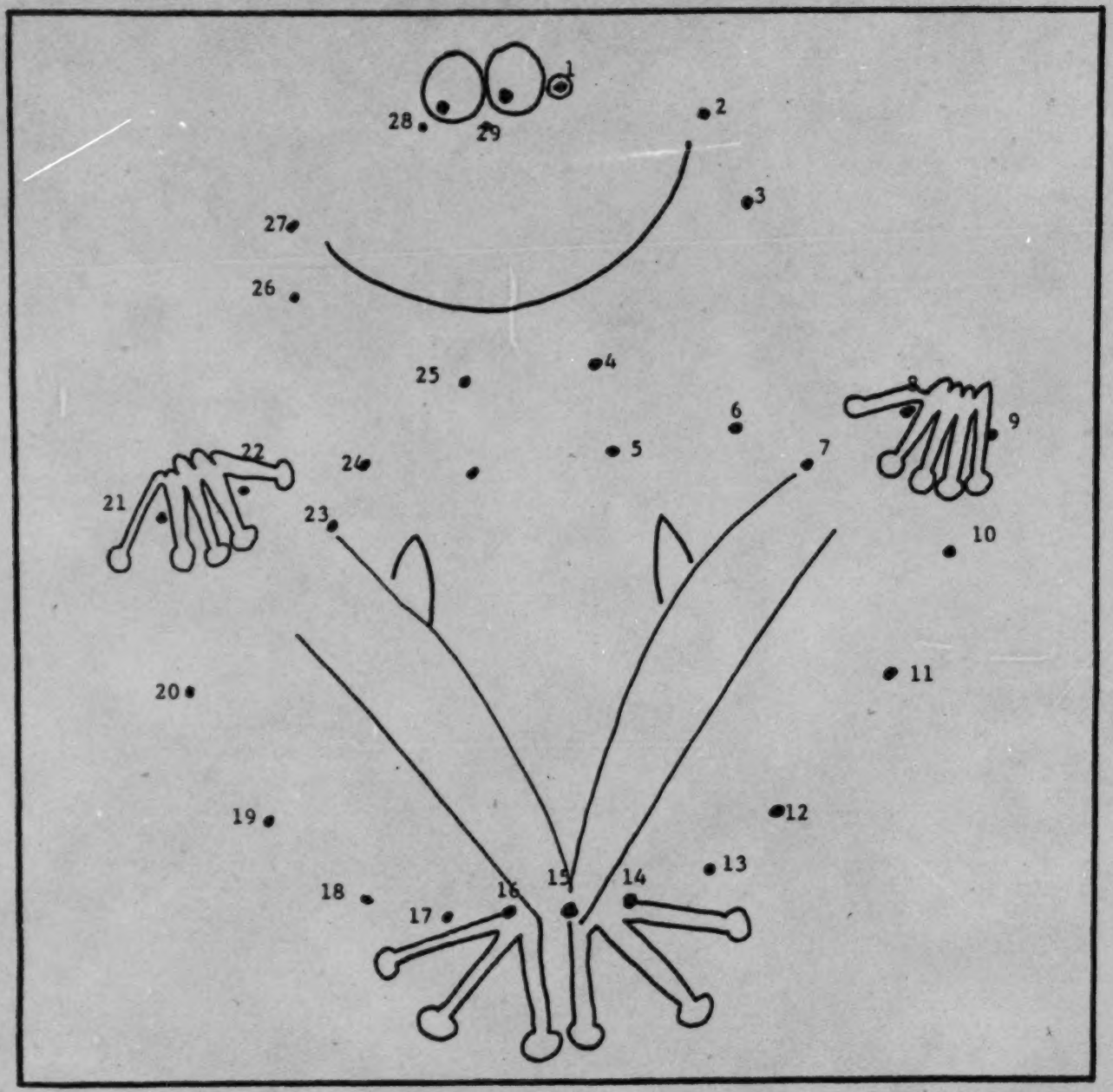
a. Ask the children to think of things that they like and dislike and to role-play situations involving these things -- T.V. shows, hobbies, games. This can either be done by individual students or by groups of students cooperatively.

b. Have the children make two booklets of pictures. One of these should be of things that the children like and the other of things they dislike.

c. Two days could be set aside, one to be a Puerto Rican Day and the other to be a Connecticut Day. On Puerto Rican Day the class could organize a number of activities which would be typical ways for children in Puerto Rico to enjoy themselves. They could play "Arroz con Leche," "Veo, Veo," "Escondidas"; they could make a carnival and pretend that they are going to "San Juan Carnival"; they could have a parade; a parent could come to school and tell about Puerto Rican legends; other parents could cook Puerto Rican food for the class; they could learn some dances such as "El Baile de la Bomba," and "Seis Chorreao"; they could make guitars and castanettes. For the Connecticut Day they could have a pagent about the early settlers, stories from common American legends, Connecticut games.

D. Is able to identify the maps and flags of Puerto Rico and Connecticut from their shape.

a. The teacher can show the class the map of Puerto Rico. First it should be shown with the rest of the North American Continent. Then the teacher can show a larger map of Puerto Rico alone, with the cities, mountains and rivers. Maps of Connecticut can be shown, first within the larger map of the United States and then alone with more of the details. The teacher can show the flags of Puerto Rico and Connecticut. The children should be able to place the correct flag with the maps.



I.B.d. Myself

"Tomasito Coquí"

b. The teacher can make duplicated sheets on which the children can make the maps and flags of Puerto Rico and Connecticut by tracing lines between a sequence of numbers. The children can then color these pictures.

II. My School

A. Is able to understand that participating in a classroom requires sharing with other people.

a. The teacher can show the children pictures of different classroom situations that would require types of sharing. The teacher can ask questions about the pictures. What are the children doing? How many children are there? What materials do they have? Are there enough materials for all the children? If not, how will they get their work done? Examples of pictures could be:

Two children, two pencils, and one eraser.
A group of children with one box of crayons, one eraser, and three pairs of scissors.

B. Is able to understand what each area of the classroom is used for and where the different classroom materials belong.

a. The teacher can provide old workbooks and magazines from which the children can cut out pictures of classroom objects. The teacher can write the names of these objects on the chalkboard so the children can label the pictures. Then the children can keep the pictures in their school bags. The following objects could be used:

flag (U.S. and P.R.) -- banderas
pencil -- lápiz
eraser -- borrador
ruler -- regla
crayons -- crayolas
paper -- papel
book -- libro
notebook -- libreta
blackboard -- pizarra
clock -- reloj
calendar -- calendario
desk -- escritorio
chair -- silla

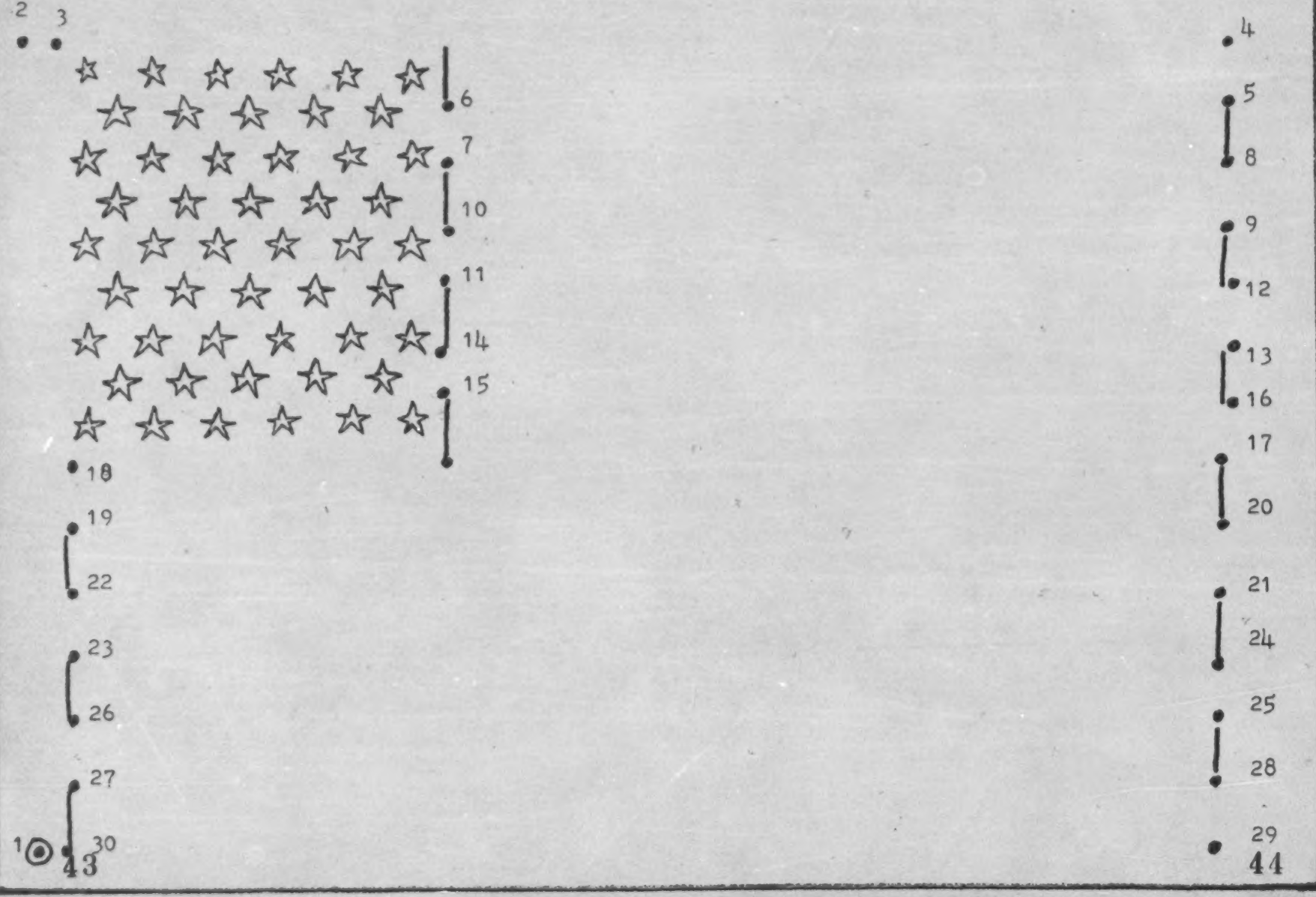
b. The class can play the game "Adivina, Adivinador." The teacher can start by saying:

"Adivina, adivinador
qué será,
adivina, adivinador
qué será.

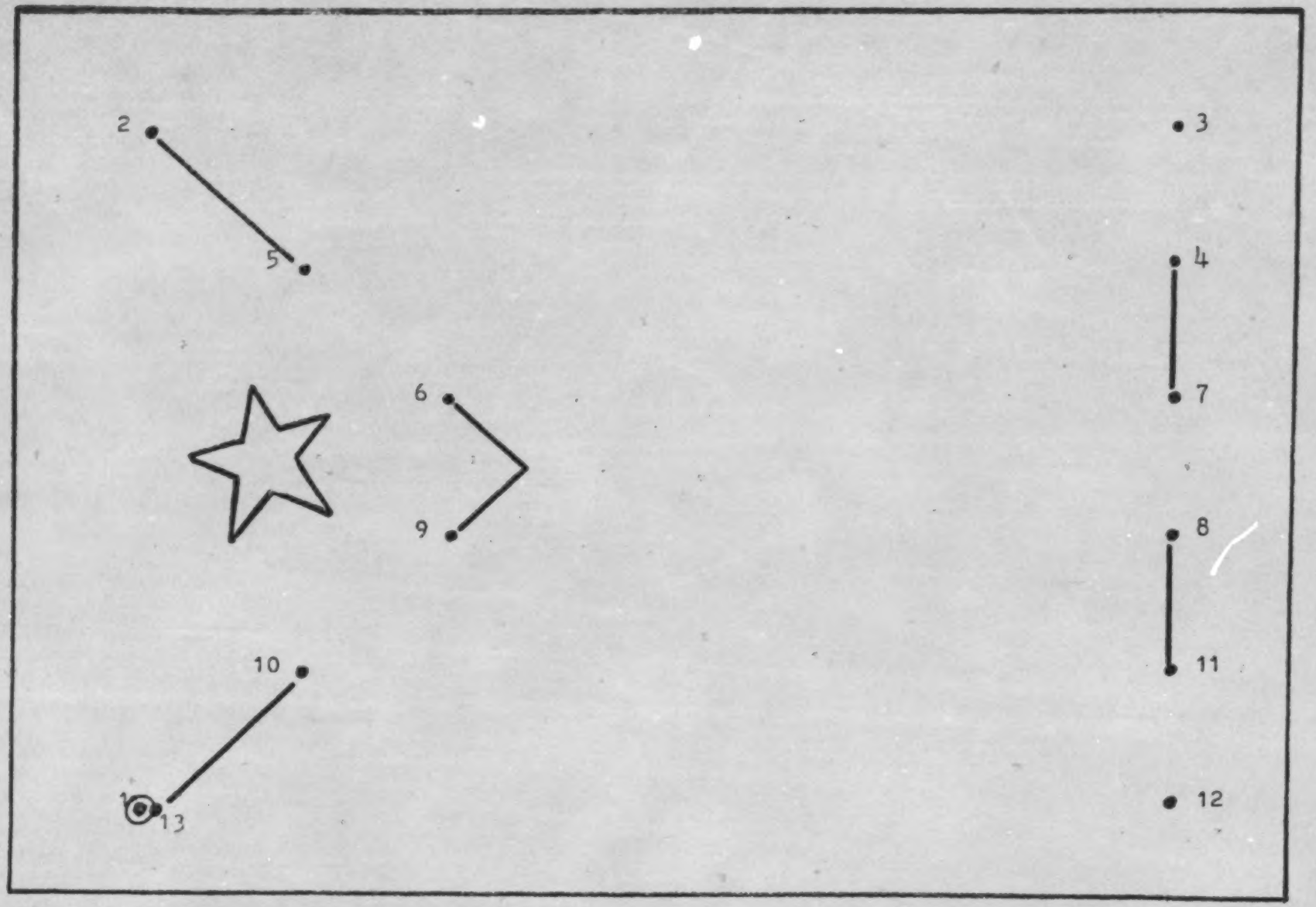
(continued)

SOCIAL STUDIES CURRICULUM ACTIVITIES FOR GRADE 1

I.D.b. Myself The children will connect the dots and color:

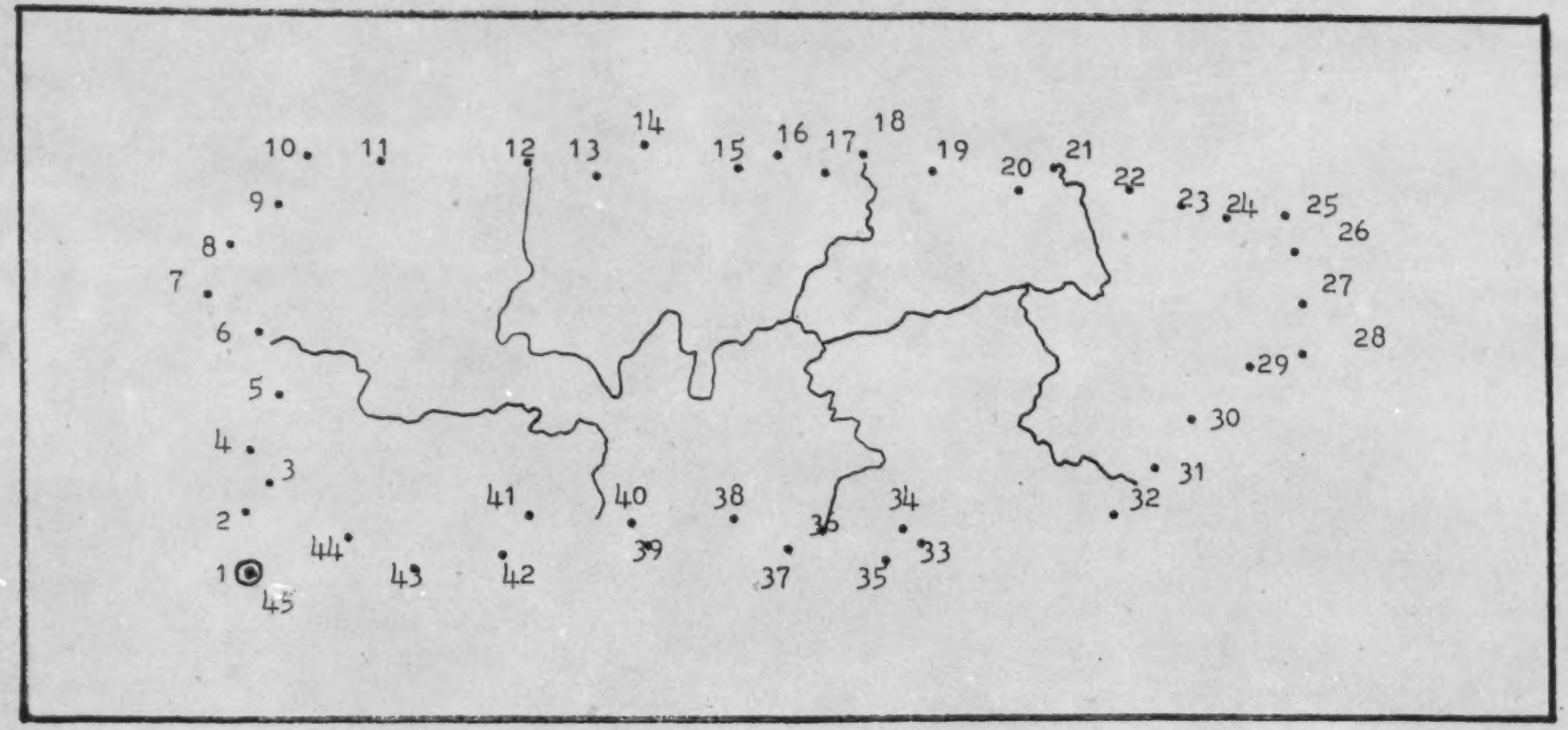


I.D.b. Myself The children will connect the dots and color:

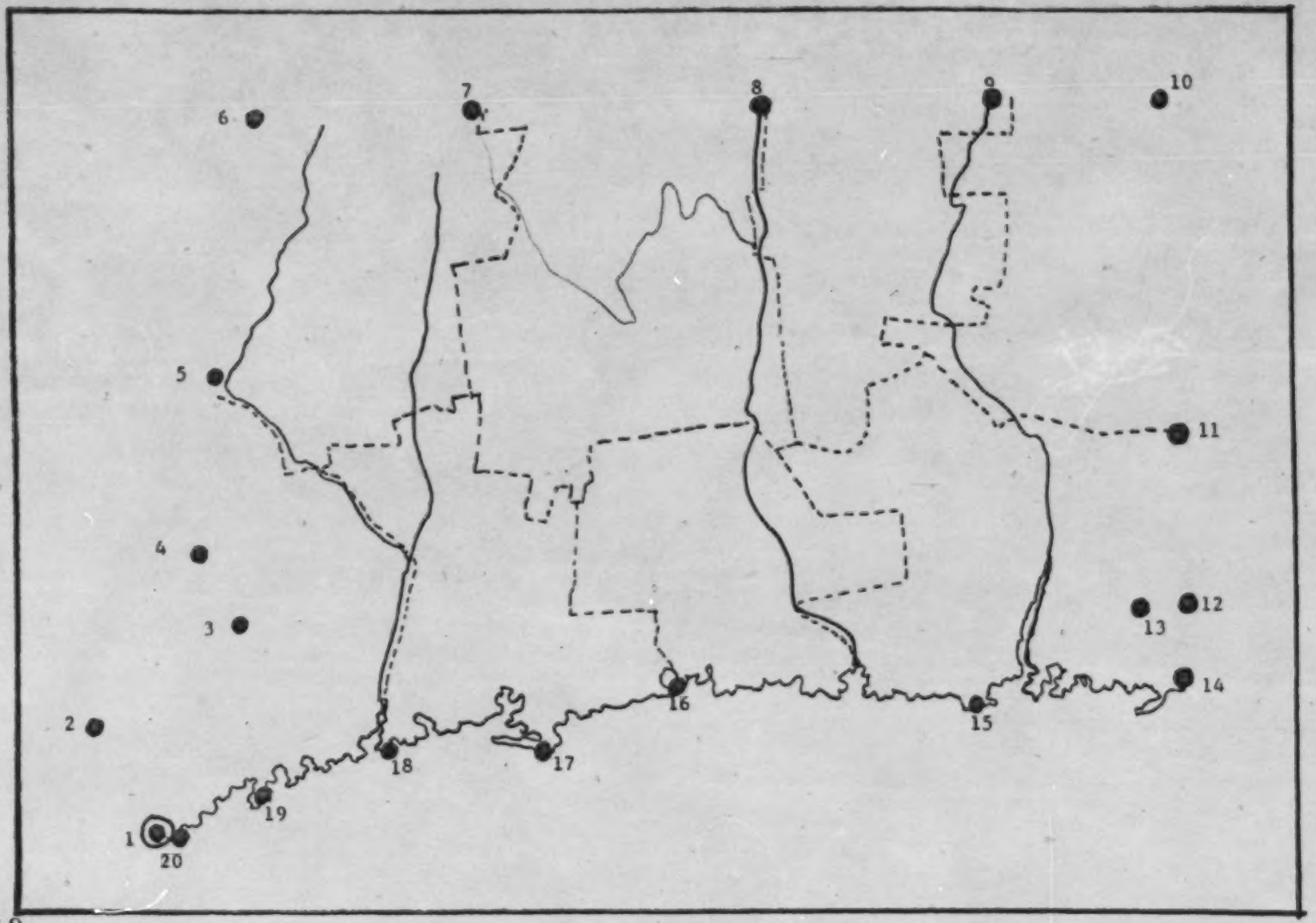


I.D.b. Myself

Connect the dots and color.



Connect the dots and color.



II.A.a. My School

Ask the children how these objects can be used so that there is enough for the number of children shown.

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Then the teacher can think of an object in the classroom which is described. She might say:

Adivina, adivinador
qué será?
Tengo muchos colores
el que quieras tú coger
Adivina, adivinador
qué será?

The children can then guess what the object is and its location:

"Es una caja de crayolas y está en la
mesa de materiales."

C. Is able to develop a sense of loyalty to the school.

a. The children can learn the song "Mi Escuelita":

Mi escuelita, mi escuelita
yo la quiero con amor
porque en ella, porque en ella
yo aprendo mi lección.

Por la mañana temprano
lo primero que yo hago
saludar a mi maestra
y después a mi trabajo.

Mi escuelita, mi escuelita
yo la quiero con amor
porque en ella, porque en ella
yo aprendo mi lección.

D. Is able to understand how different people contribute to the maintenance of the school.

a. A tour can be taken around the school to meet different people who help to maintain the school environment -- principal, nurse, custodian, secretary, assistant principal, counselor. Then the children can be given name tags of the people they visited and they can invent role-playing situations involving these different people.

E. Is able to understand the standards or norms involved in being a member of a group.

a. The teacher can make duplicated sheets having line drawings of different kinds of people in the school situation. The children can color the drawings, cut them out, and paste them to oak tag stands so that the drawings become paper dolls. These can be dolls of teachers, students, principals, etc. The dolls can be used to role play different situations involving the normative expectations between people in the schools. For example, the children can have the dolls introducing each other the way that different people in the school should use introductions.

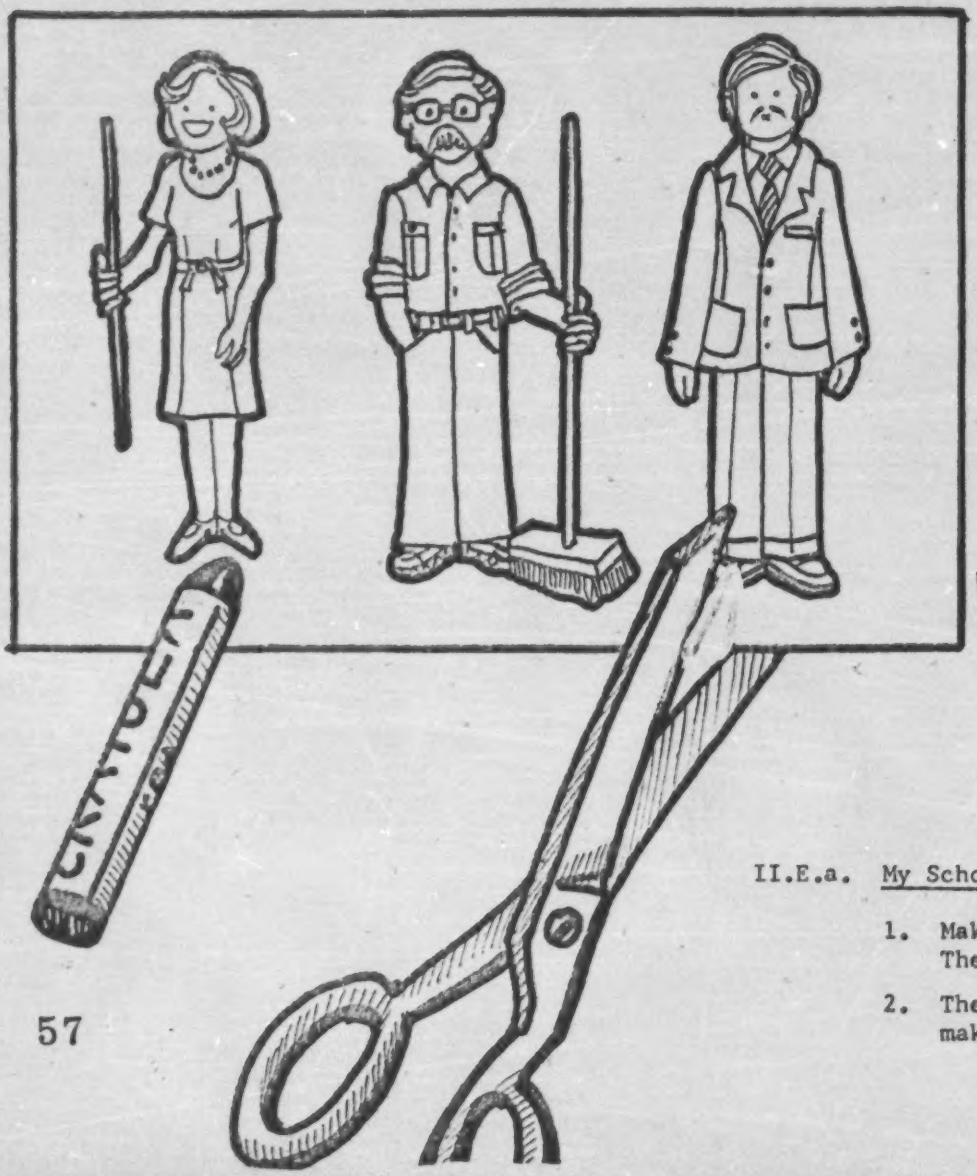
F. Is able to understand how classroom activities fit within the school as a whole.

a. The children can use a camera to take pictures of different locations in the school. Some of the children should be in each picture. The pictures can be from the classroom, outside of the building, the playground, the principal's office, the gymnasium. The children can create experience charts of different school activities in which they participate during the day. These should be organized on the chart in the order that the activities usually occur during the day. The children should write sentences beside each picture describing the activity. Some of these pictures could be:

Saying "good morning" to the teacher.
Waiting in line to go to the classroom.
Waving good-bye to the teacher.
Kissing mommy good-bye and saying bendición.
Getting ready with his materials.
Eating lunch at school.
Throwing papers into the classroom's garbage can.

G. Is able to identify similarities and differences between schools in Puerto Rico and Connecticut.

a. The teacher can make four puppets, two of a boy and a girl in Puerto Rico and two of a boy and a girl in Connecticut. The Puerto Rican student should be dressed in a uniform and the Connecticut student in other school clothes. The teacher and children can make models of a school in Puerto Rico and a school in Connecticut. The puppets can be placed with the appropriate school model. The teacher can make up a story about the puppets in the two schools, about the schools they go to, what towns the schools are in, what grades the children are in, the name of the teachers, the climate around the schools, the way the students dress, what games the children play, songs they sing, and dances. Then the teacher can ask the children questions about different aspects of the schools in Connecticut and in Puerto Rico -- how they are similar and different.



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II.E.a. My School

1. Make a duplicated sheet of the people in school. The children can color the pictures and cut them out.
2. The children can paste the pictures on oak tag and make a stand for them.

58

Yo le digo adiós a mi maestra.

Mi amiga y yo estamos comiendo.

II.F.a. My School

Example of an experience chart.

b. The teacher can show the children several pictures of schools in Connecticut and Puerto Rico. Then the children can draw small pictures of a Puerto Rican school and a Connecticut school. The children can then draw the appropriate flag on each school and cut out the school. The teacher can provide duplicated sheets showing the maps of Connecticut and Puerto Rico with the towns and provinces marked in. The teacher can show the children which town they live in so that the children can paste the Connecticut school to the Connecticut map at the appropriate place. The teacher can tell the children about a student who lives in Puerto Rico and show the children the province where that student lives. The children can then paste the Puerto Rican school to the Puerto Rican map at the appropriate place.

H. Is able to identify the parts of a school.

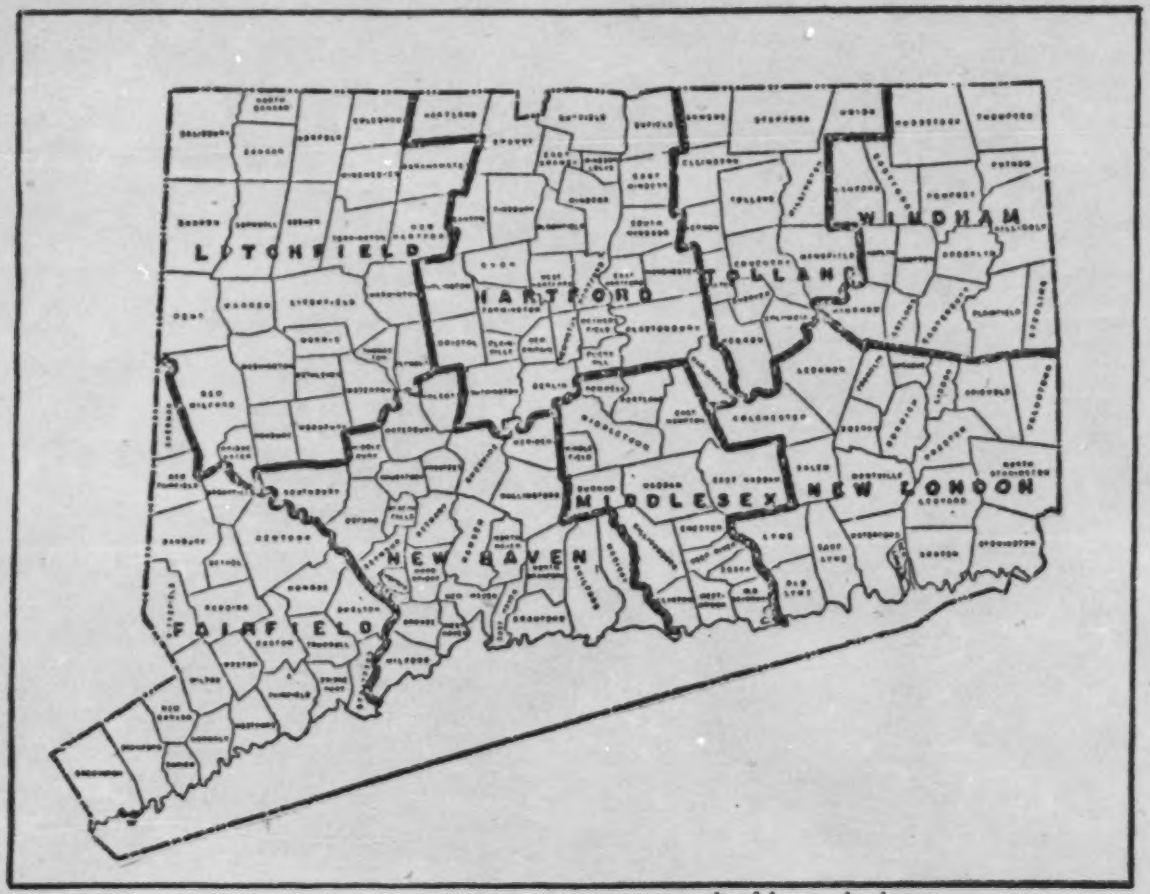
a. In order to learn the basic directions in the school building the children can learn a song about directions. For example:

Y vamos hacia el norte
el norte, el norte
Y vamos hacia el sur
el sur, el sur.
Y vamos al oeste
al oeste, al oeste
Y vamos hacia el este
el este, el este.

As the children sing about each direction they can move in that direction.

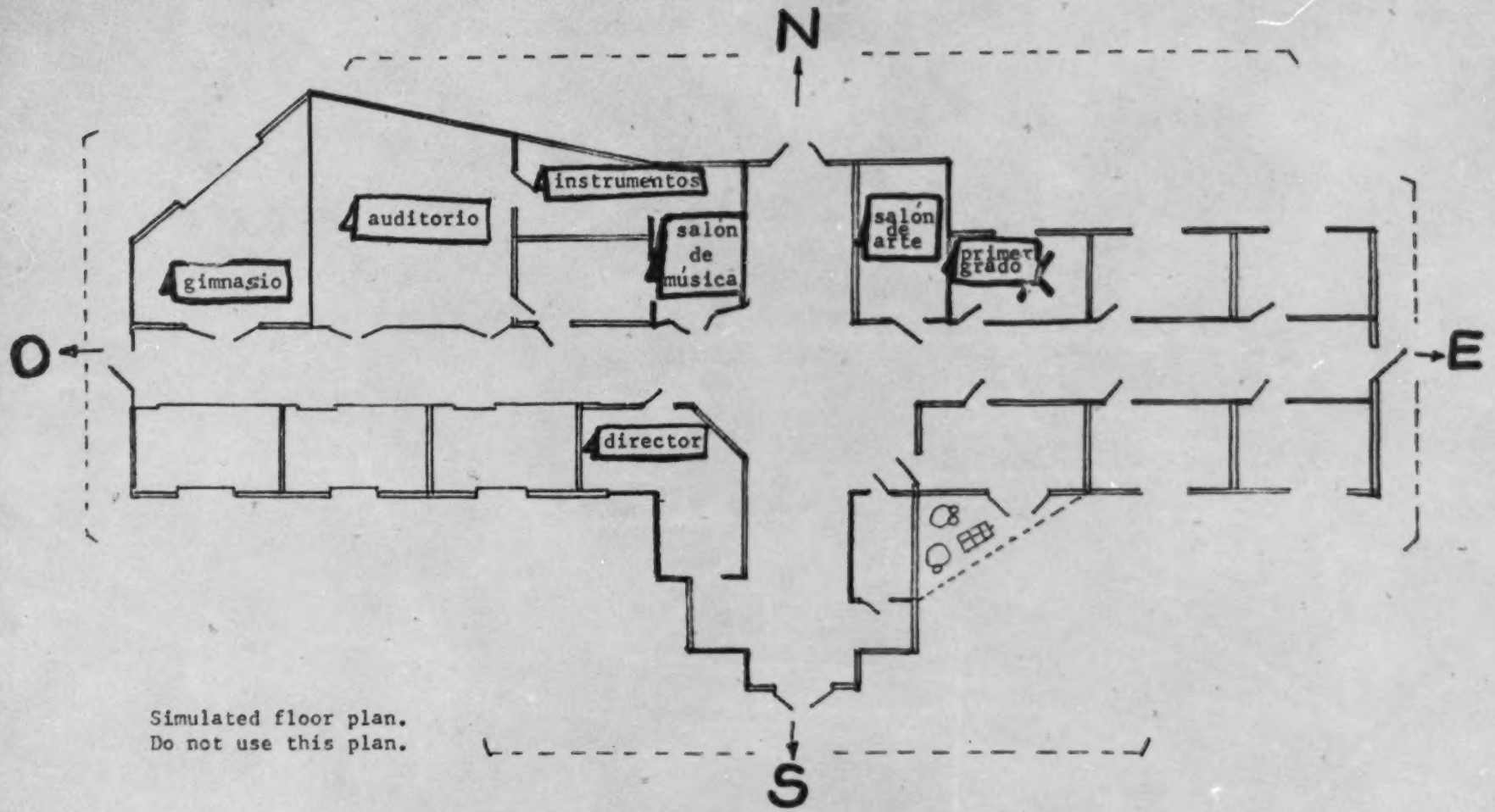
b. The teacher can make duplicated sheets showing the floor plan for the school building. She can ask the students to color each side of the building a different color -- the north side red, the south side green, the west side blue, and the east side yellow. The teacher can provide each student with a set of small cards with the names of the various school rooms on them. The children can paste these cards onto the floor plan in the appropriate place.

c. The teacher can write the names of the school rooms in one column on the chalkboard. In a second column the teacher can write the names of activities that are common to these rooms. The children can copy the two lists on a paper and then match the rooms to the appropriate activity by drawing lines.

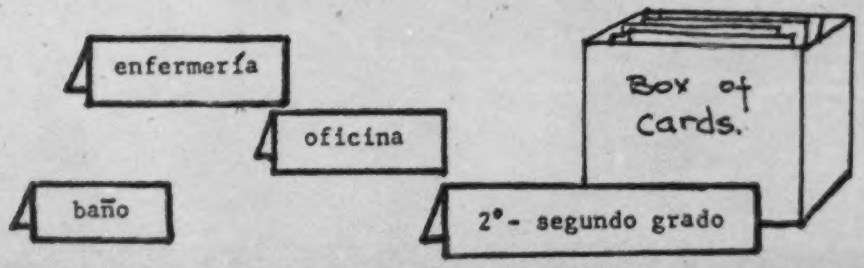


duplicated sheet

The children can draw their own school, cut it out and paste it on the duplicated sheet of the map of Connecticut in the appropriate location.

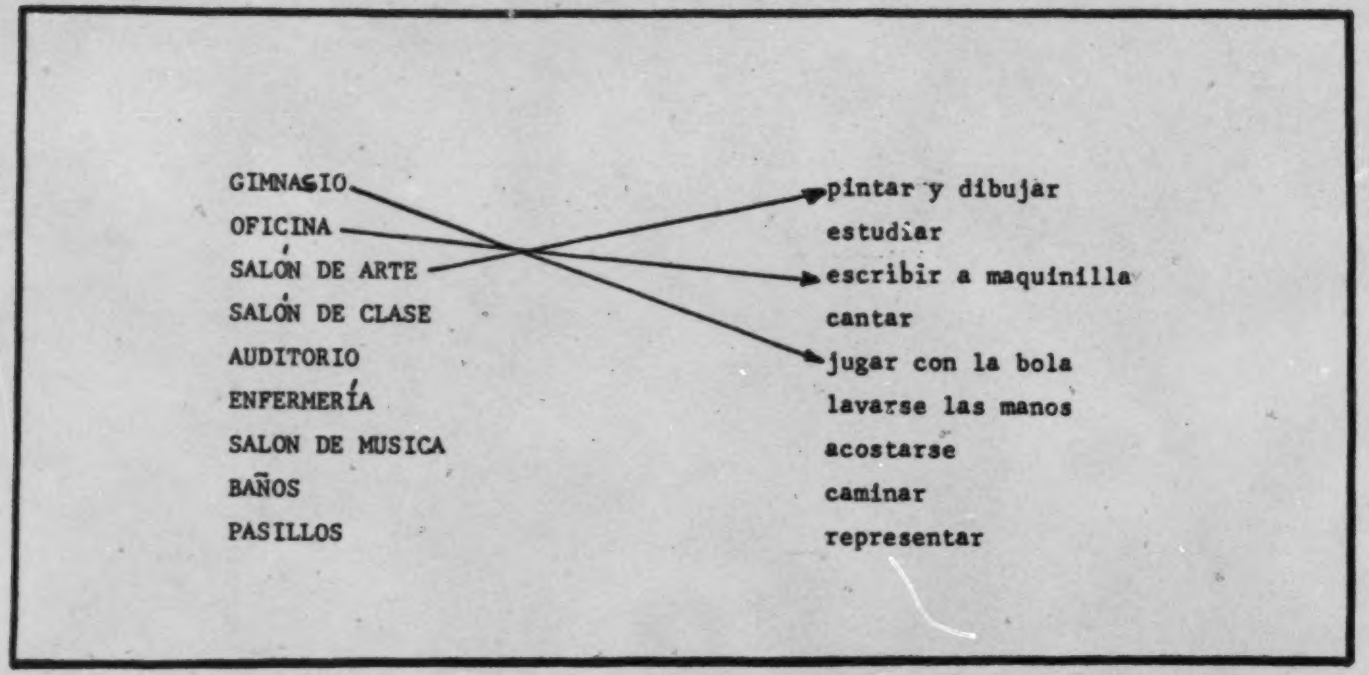


Simulated floor plan.
Do not use this plan.



II.H.b. My School

Make a duplicated sheet with the floor plan of your own school. Give the children these and a box containing small cards with the names of the rooms. They can place the cards in the appropriate room.



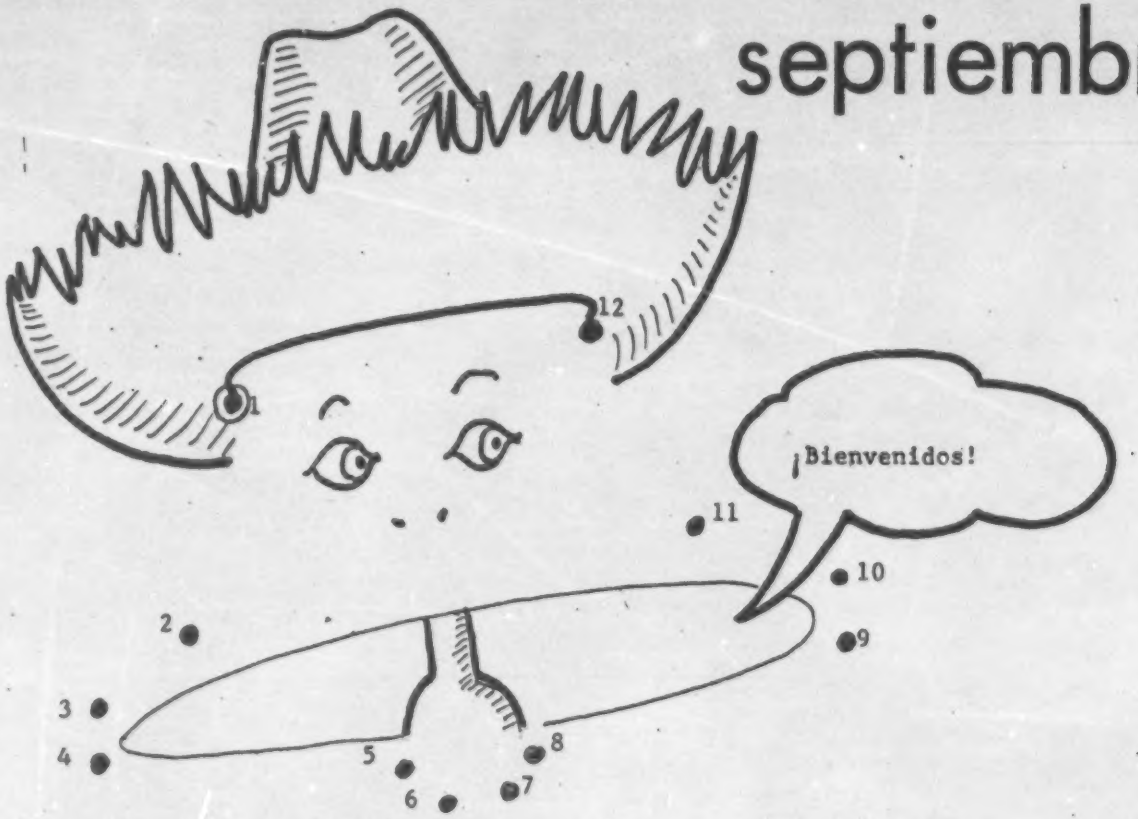
II.H.c. My School

The children will connect the names of rooms with the appropriate activity for those rooms.

I. Is able to associate the months of the year with concrete activities, events, celebrations, and holidays which are related to the school.

a. For first grade students the months of the year should be associated with concrete symbols. The use of these symbols should start in September when the children start school and a new symbol should be presented each month. The teacher can make duplicated papers on which the children can draw a symbol by connecting lines between a set of numbers. For example, the symbol for October could be a pumpkin. On the bottom of the papers can be sentences about the months which are formed by dots. The children can write the sentences on their own papers by following the dots. While the children are making the lines to form the symbols and sentences, the teacher can ask questions about the month and the symbols.

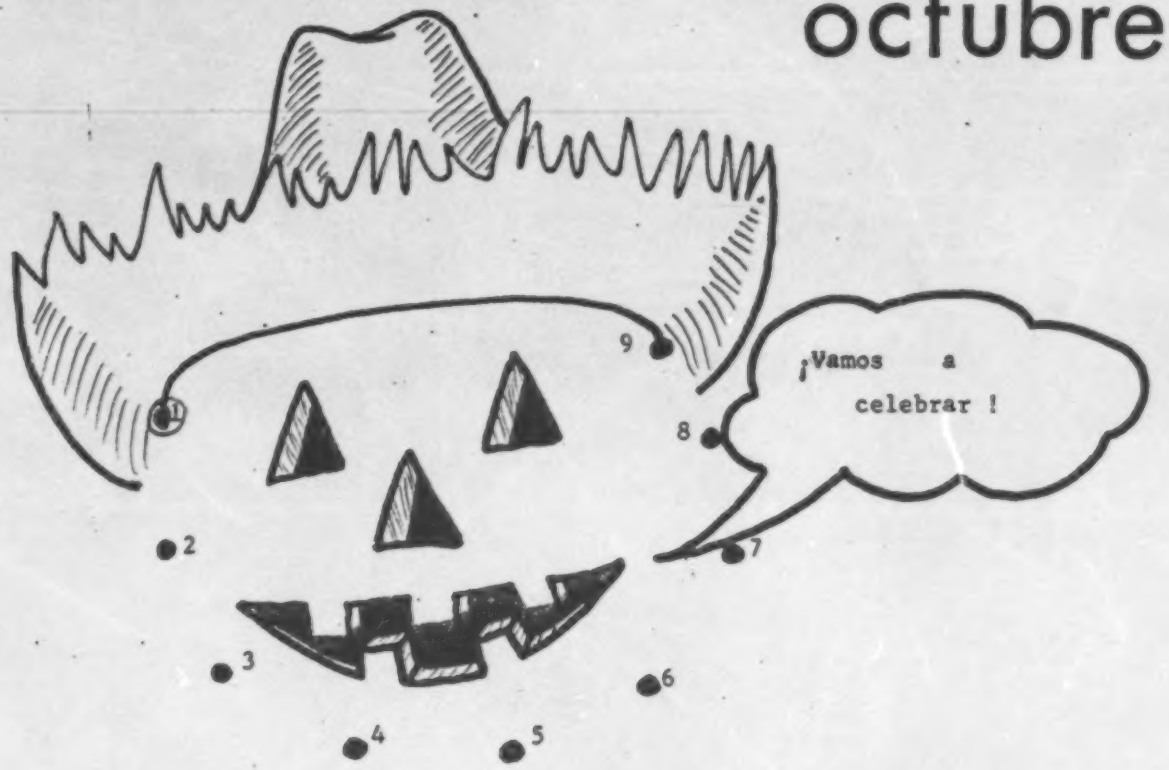
Month	Symbol	Discussion Questions
septiembre	Campana	What does a bell do? When do we use a bell? Why does the bell say "Bienvenidos"? Why do we think of a bell and school when we think of September?
octubre	Calabaza	What is a pumpkin? When do we make a face on a pumpkin? Why does the "calabaza" say "vamos a celebrar!"? What do we do with pumpkins in October?
noviembre	Cristóbal Colón	What is a "Taíno Indio"? What is an "explorador"? What is a "nave"? Why is the Taíno hiding?
diciembre	El Lechoncito	What is "El Lechoncito"? Why do we say, "Feliz Navidad"?
enero	Los Tres Reyes Magos	What is Three Kings Day? On what day is the Three Kings celebrated in Puerto Rico? What are the names of the Three Kings?
febrero	Corazón	What is a "corazón"? What do corazones say? Why do they say this? What persons should we "querer"?
marzo	Chiringa	What is a "chiringa"? Where can we fly a chiringa? Why can we fly a chiringa in marzo?



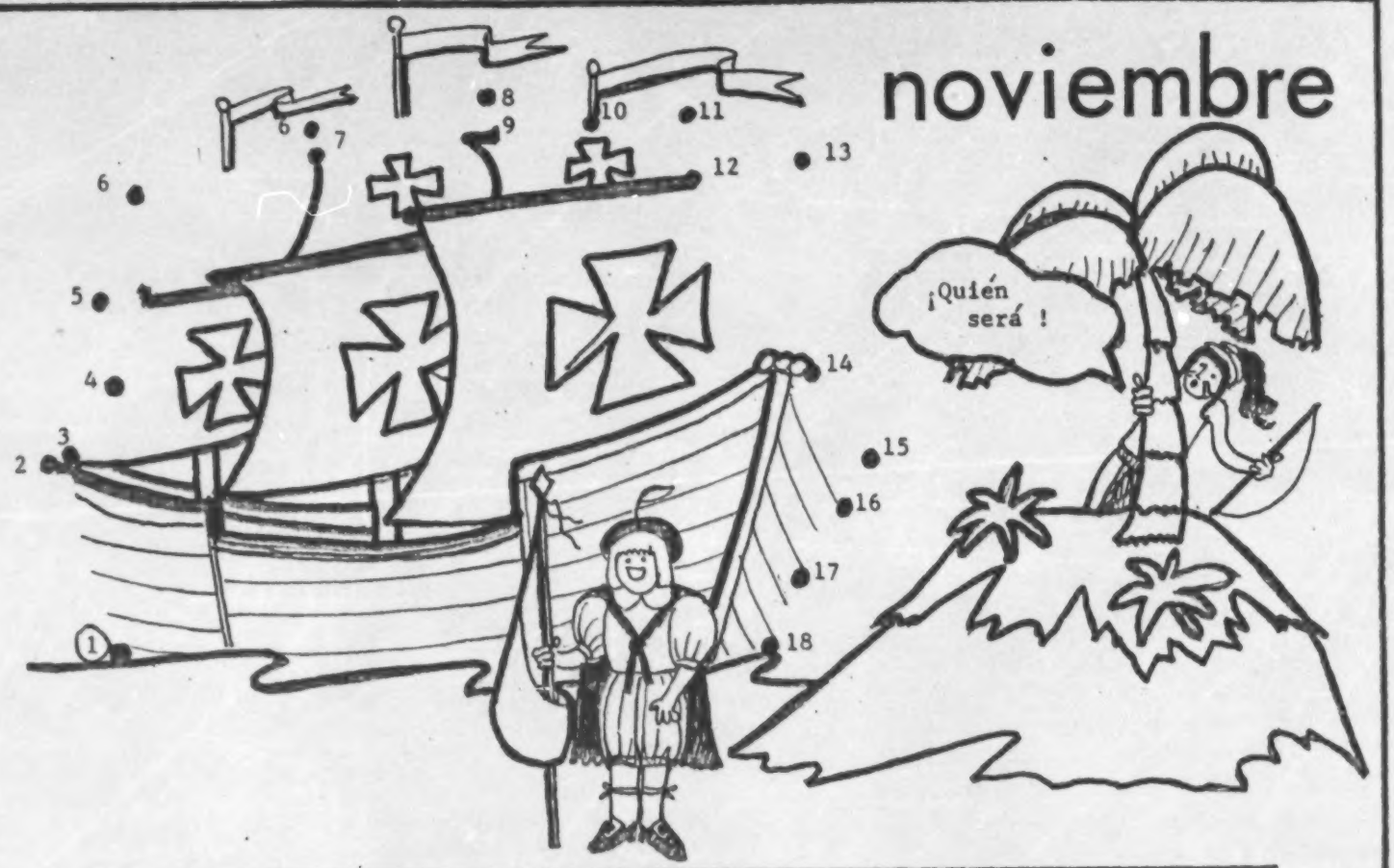
Estamos en el mes

de septiembre.

octubre

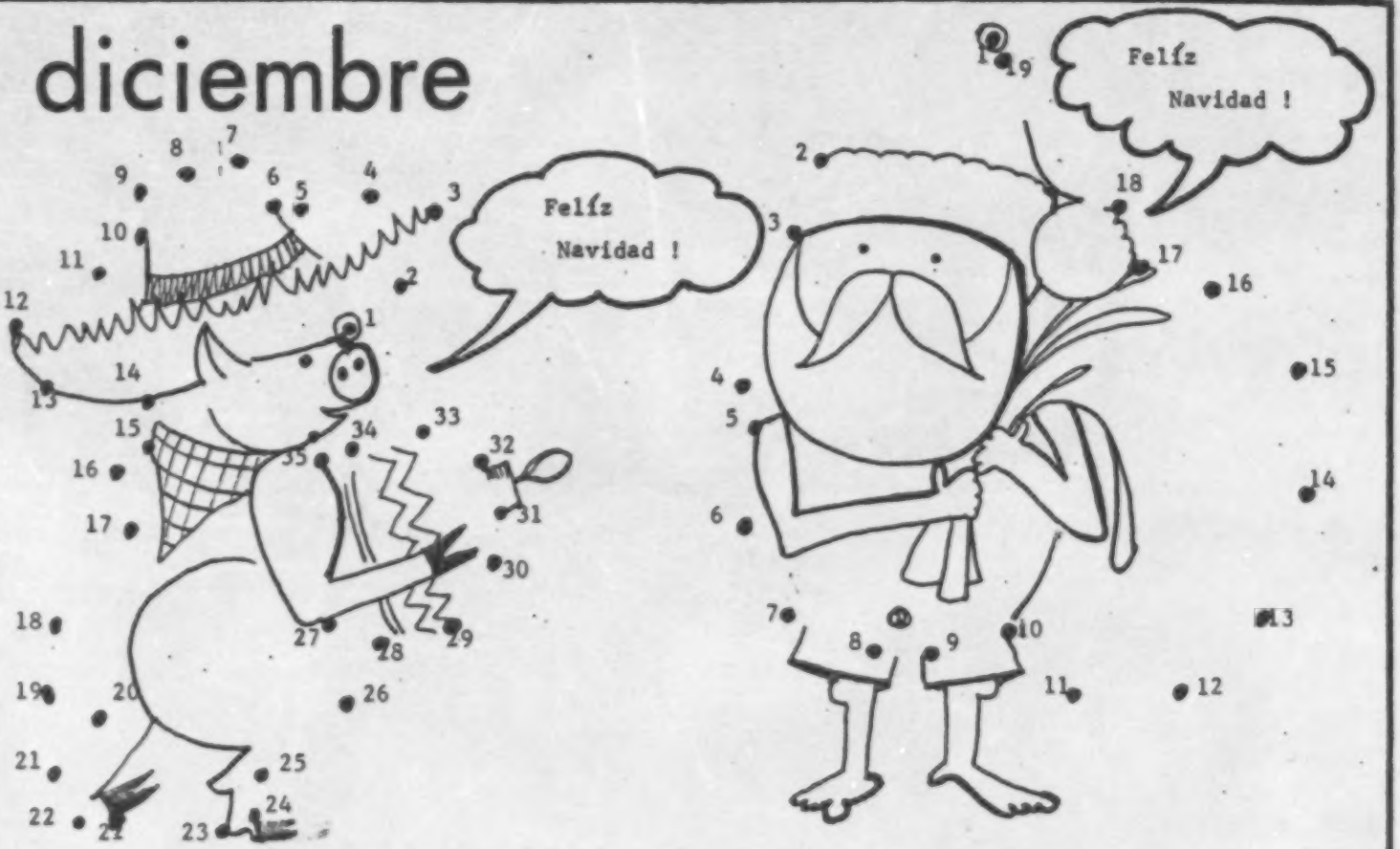


Estamos en el mes de octubre.



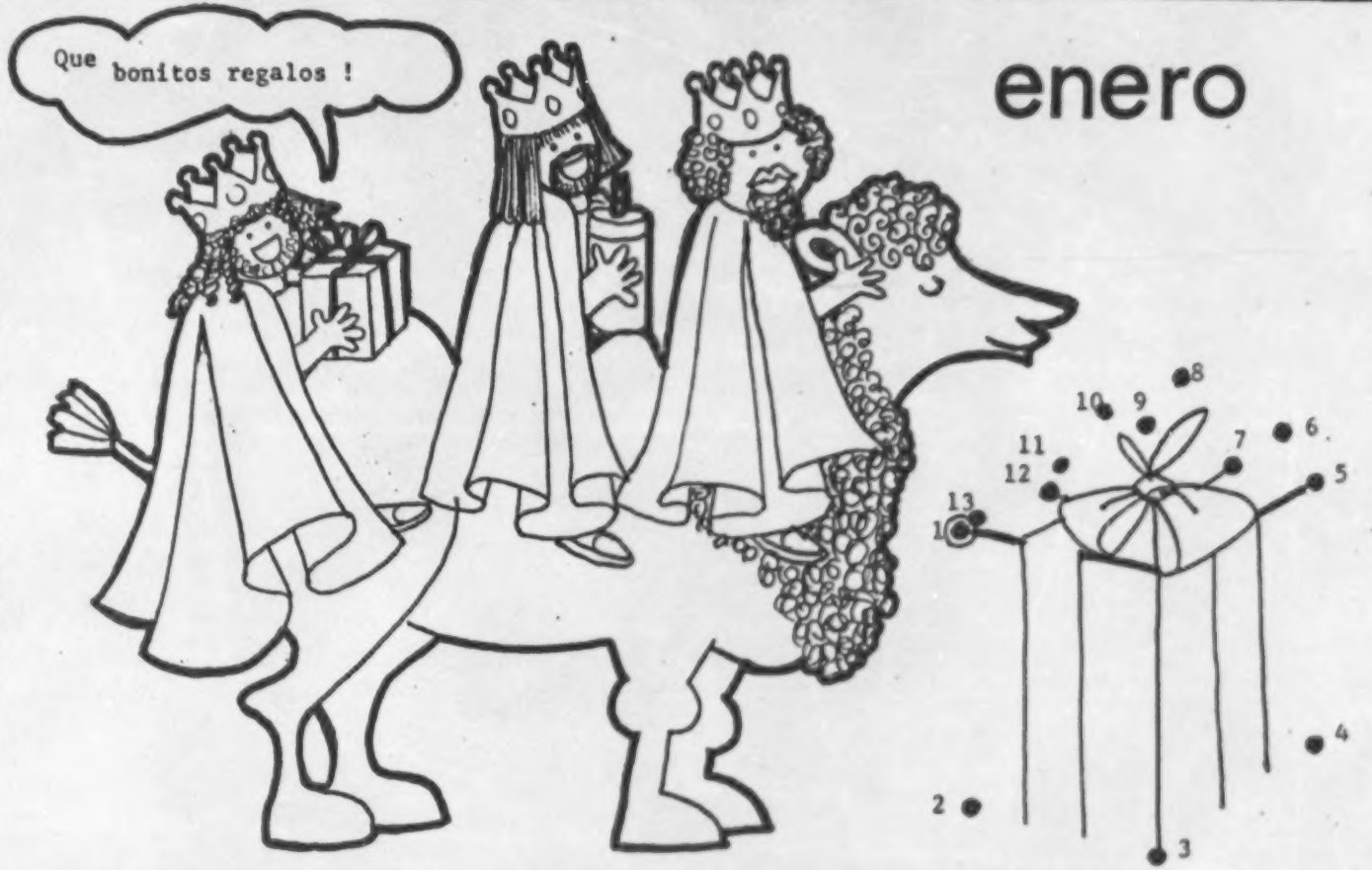
Estamos en el mes de noviembre.

diciembre



Estamos en el mes

de diciembre.

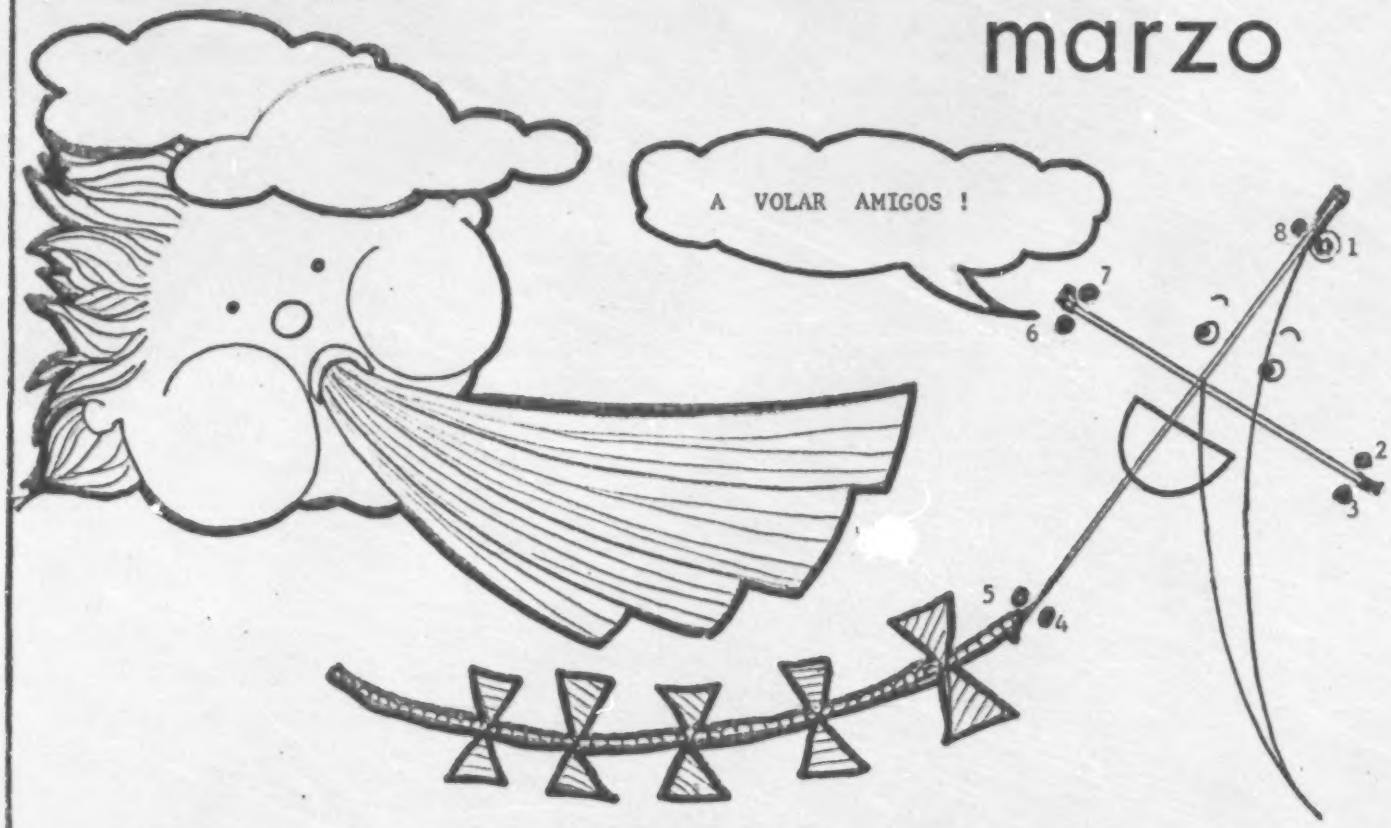


estamos en el mes

de enero

SOMOS AMIGOS !
febrero
1
2
3
4
5
6
7
8
9
10
12
13
14
estamos en el mes
de febrero.

marzo



Estamos en el mes

de marzo

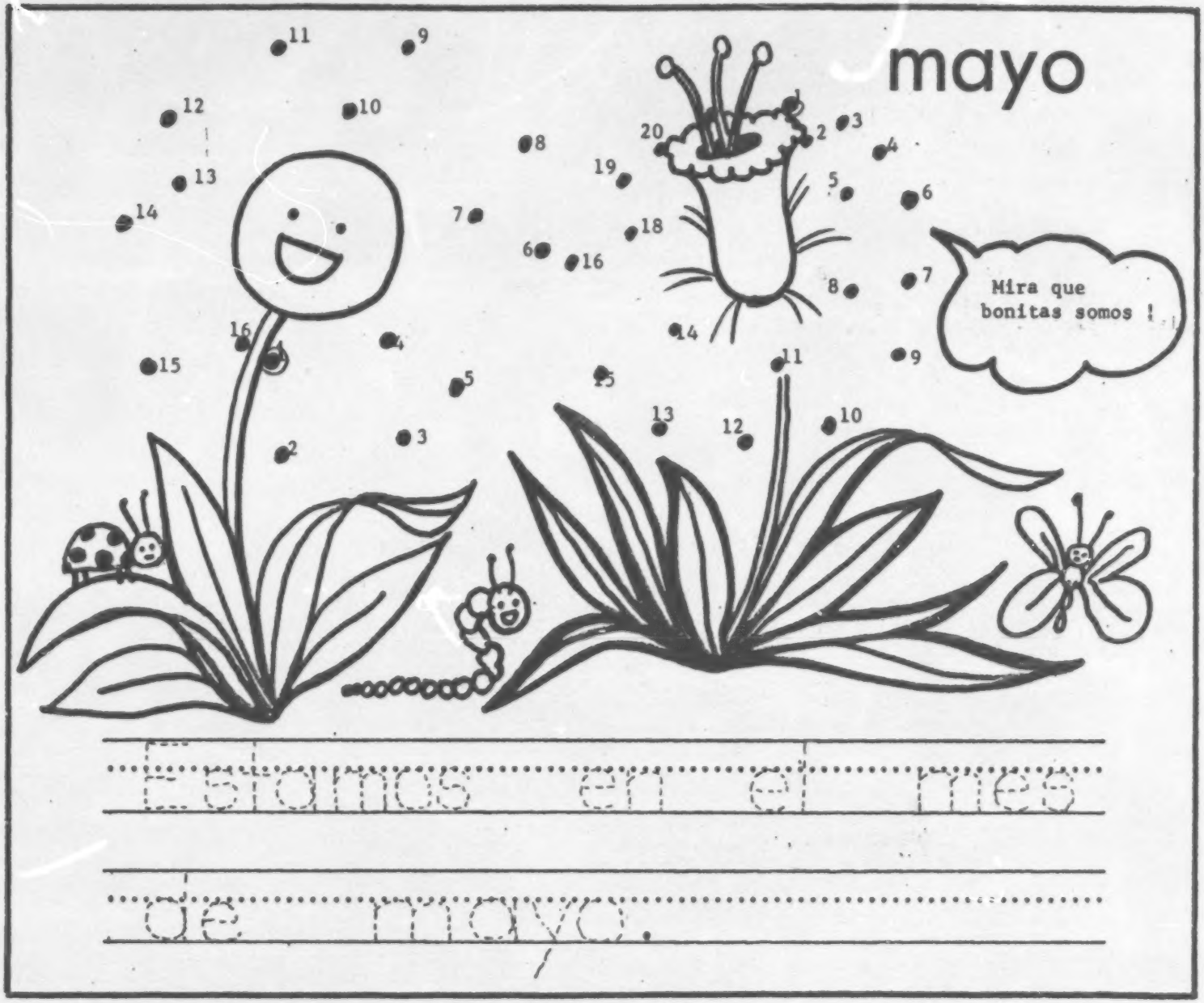
abril

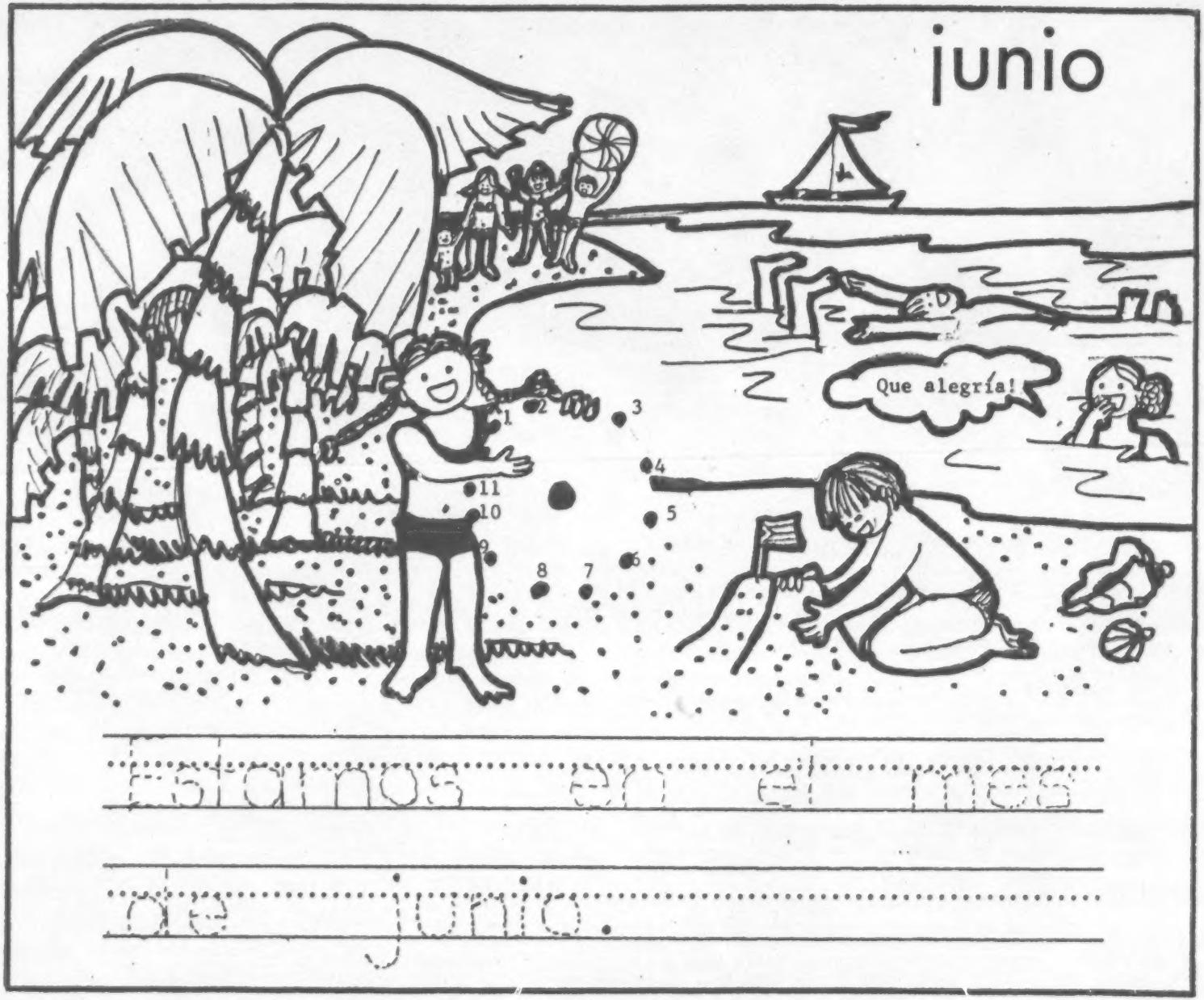
"Parece que vá a llover,
el cielo se está
nublando."

"Parece que vá a llover,
¡ay mamá me estoy
mojando!"

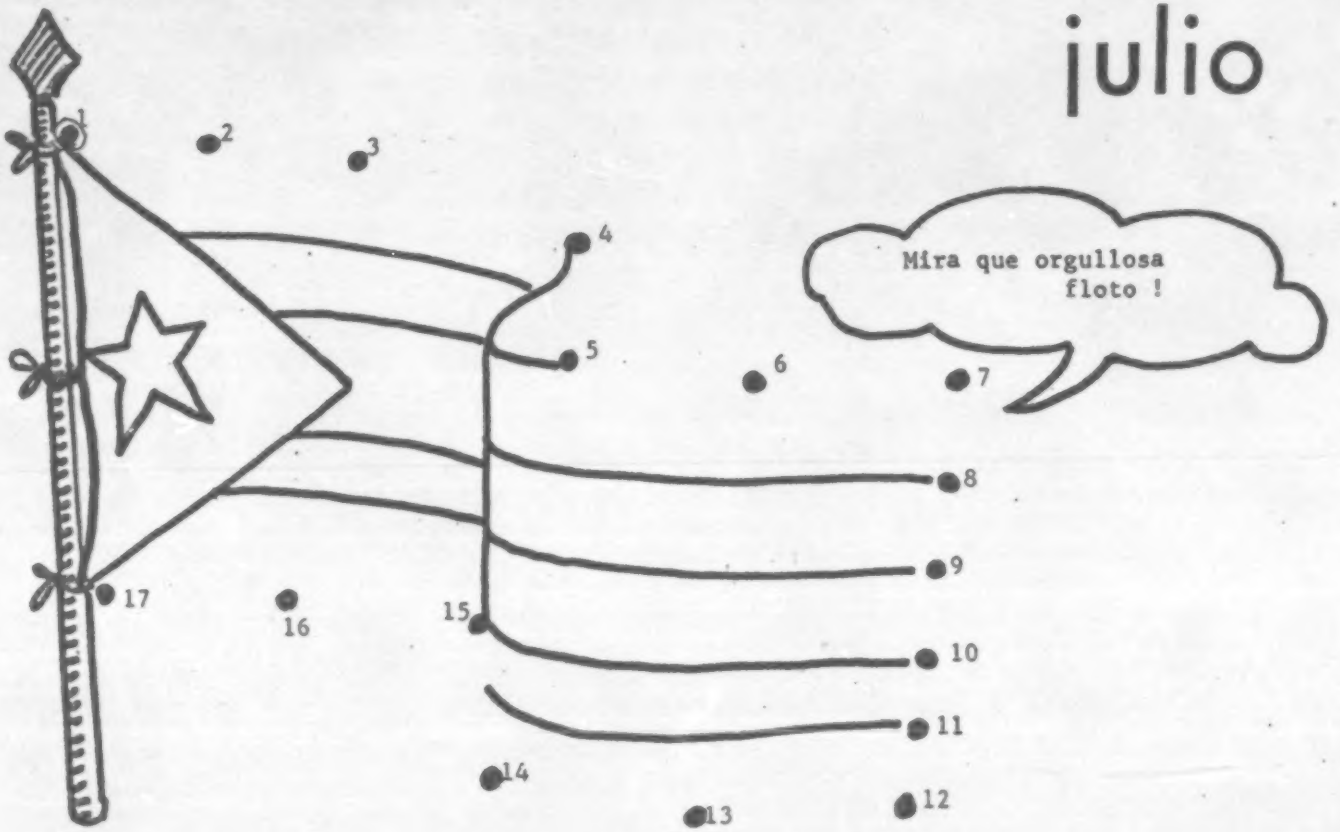
estamos en el mes

de abril.


mayo
Mira que bonitas somos !
Estamos en el mes
de mayo.

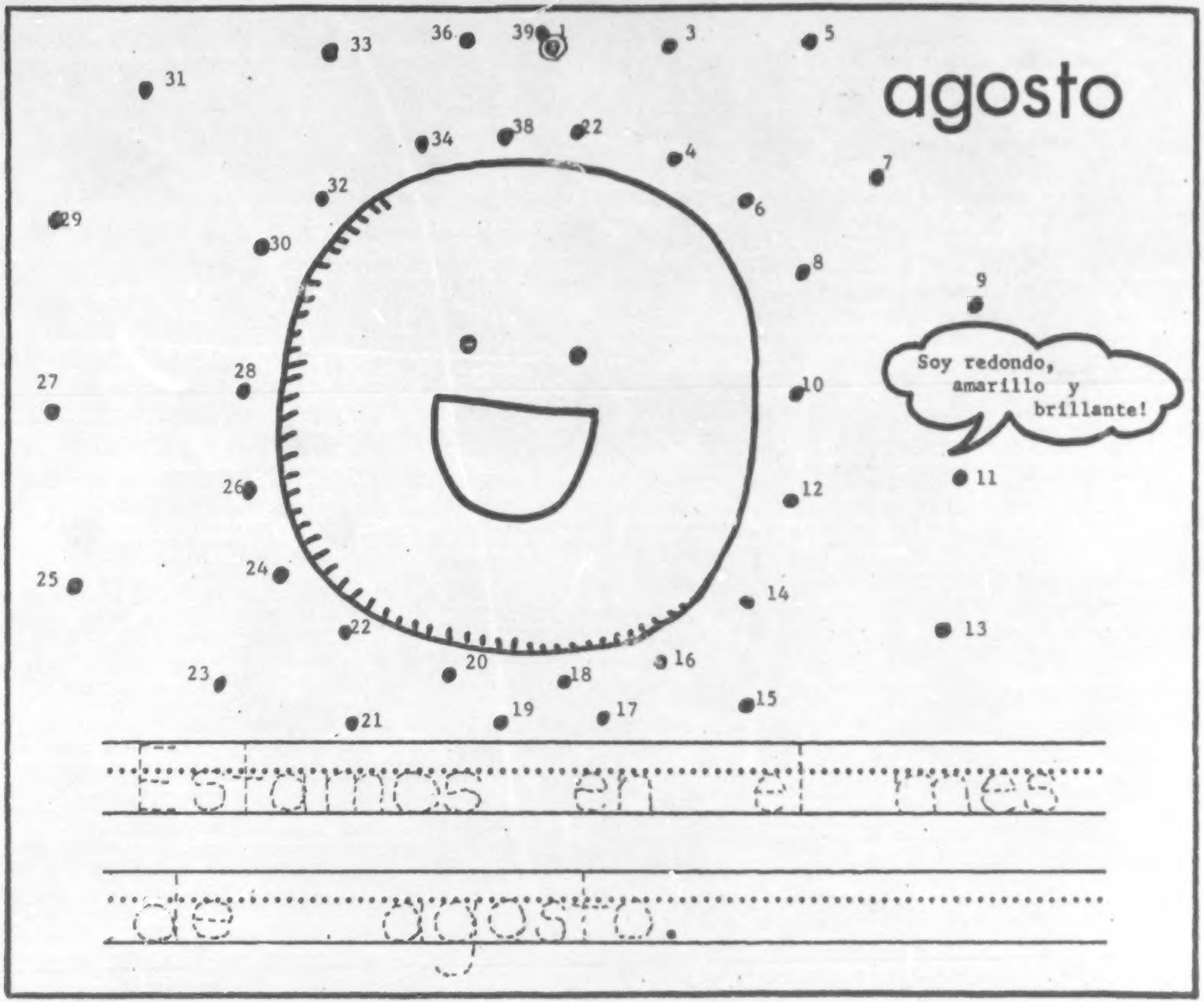

junio
Que alegría!
1
2
3
4
5
6
7
8
9
10
11
Estamos en el mes
de junio.

julio



Estamos en el mes

de julio.


agosto
Soy redondo, amarillo y brillante!
Estamos en el mes de agosto.

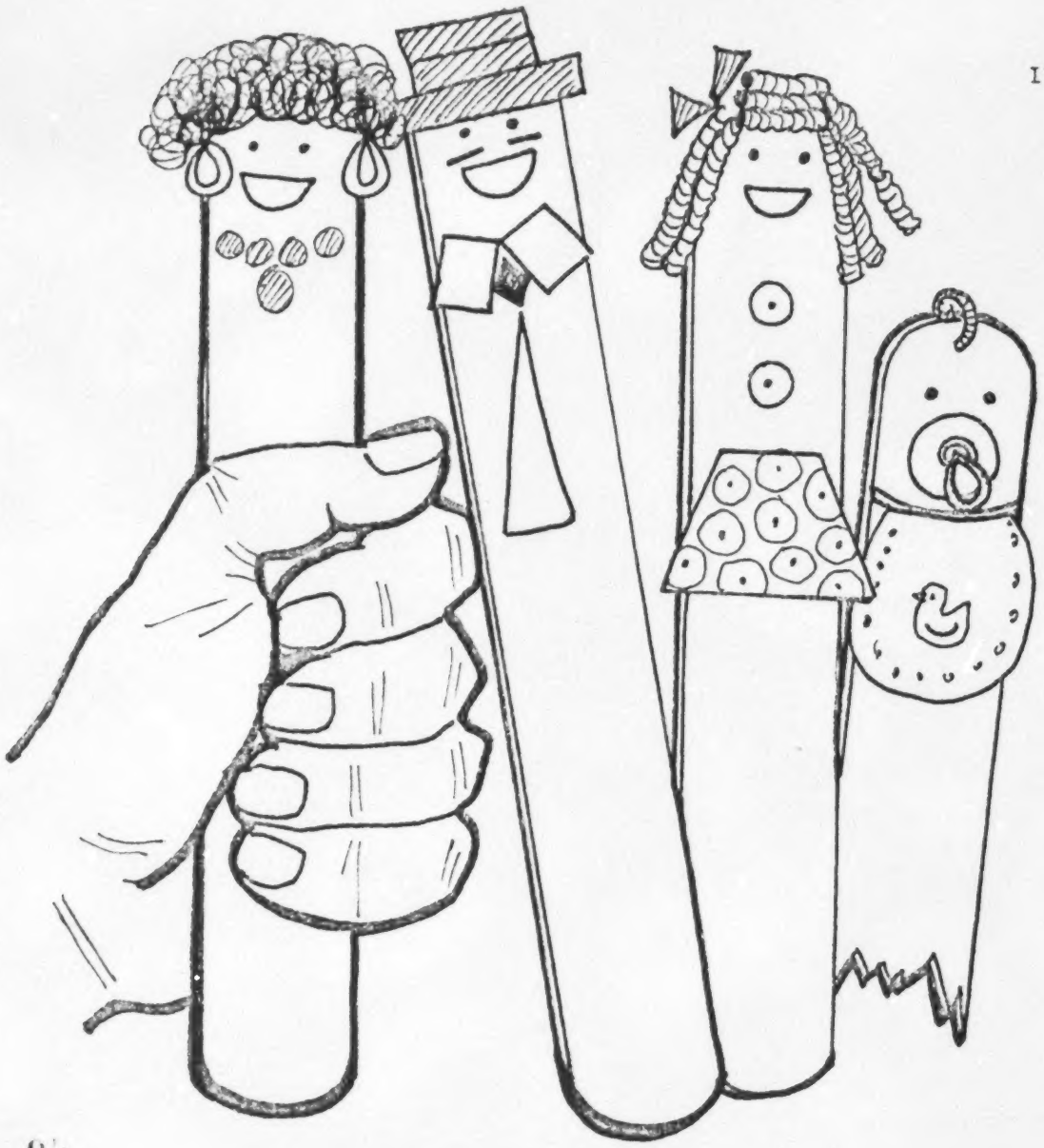
Month	Symbol	Discussion Questions
abril	Sombrilla	Why do we use a "sombrilla"? When do we use a sombrilla? Can a person be happy about rain?
mayo	Flores	When are there flowers? Who could we give flowers to in May?
junio	Playa	What is San Juan Day? Why do people go to the beach? Why isn't there a San Juan Day in Connecticut?
julio	Bandera	What does the Puerto Rican "bandera" look like? What is Constitution Day? What is Independence Day?
agosto	El Sol	Why is August hot? How does the earth move? How do people dress in the summer?

III. My Family

A. Is able to understand the different people who make up a family.

a. The teacher can show the children how to make puppets from tongue depressors. Faces can be painted on the depressors and other things such as yarn can be used to decorate them. These puppets should represent different members of the family. The teacher can tell the student riddles describing different members of the family and the children can guess which puppet is described by that riddle. Then the children can make up their own riddles. For example:

Abuelo	Ay, mijito¿Tú me puedes ayudar a cargar estos plátanos? Estoy cansado!
Abuela	Dios te bendiga, mijíta. ¿Quieres que te haga otro cuento de la gallinita y el coquí?
Papá	Bueno¿me ayudan a lavar el carro? Tengo que levantarme temprano para ir a trabajar.
Mamá	Nenes, vengan a desayunar. El café se les va a enfriar y se les hace tarde para ir a la escuela.
Bebé	Ta, Ta, Ta, Tortitas, tortitas, tortitas de manteca.



III.A.a. My Family

Using large wooden tongue depressors, the children will paint the faces of the members of their family. They will use little bits of yarn, fabric and paper to complete the faces, hair and clothes for the puppets. The children will use these with the riddles and their own stories.

Nena — Mami, no encuentro el traje para la escuela. ¿Qué me pongo?

Nene — Papi, puedo llevar este bate o el carrito a la escuela?

b. A picture can be shown of a family celebrating a birthday. The teacher can ask the children questions about what the people do at the birthday party and what they might be saying. Then the children can role-play a birthday celebration. Each child can play the part of a family member and then the group can decide what each member can do at the birthday celebration.

B. Is able to understand variations in the way families live in different locations.

a. The children can construct model buildings where families would live in Puerto Rico and Connecticut. The Puerto Rican model could be of a house while the Connecticut model could be an apartment house. The tongue depressor puppets can be used by the children to demonstrate different family members participating in different activities in each room. The teacher can make a list of rooms on the chalkboard and a list of activities. The children can be asked to say which activities go with which rooms and then demonstrate the activities in the appropriate rooms with the puppets.

C. Is able to associate members of the family with activities carried out at different times of the day.

a. The teacher can write sentences on the chalkboard describing an activity that a particular family member would be doing at a particular time. Then the children can copy each sentence at the bottom of a sheet of paper and then draw a picture of that activity on the paper. The sentences could be:

Todas las mañanas el nene se cepilla sus dientes en el baño.
Todas las noches mi papá lee su periódico en la sala.
Todas las tardes mi mamá lava las ollas y sartenes en la cocina.
Todas las tardes la niña hace sus tareas para la escuela en su dormitorio.

D. Is able to understand how people in the past have lived in families.

a. In one corner of the classroom the children can construct a Taino Indian village. They can build a "bohio." Then on each day for a week the children can make some object which the Tainos made. On Monday they could make stone necklaces from clay, on Tuesday

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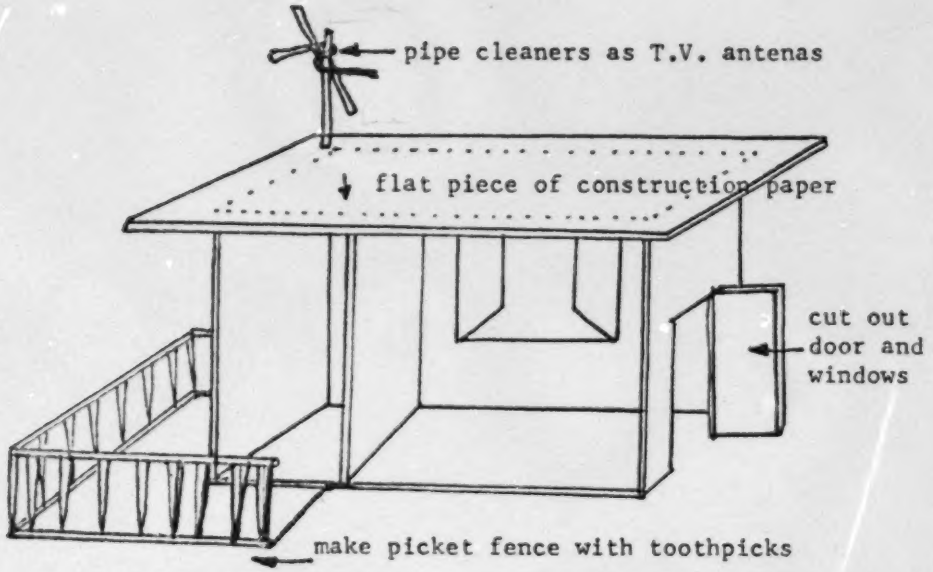
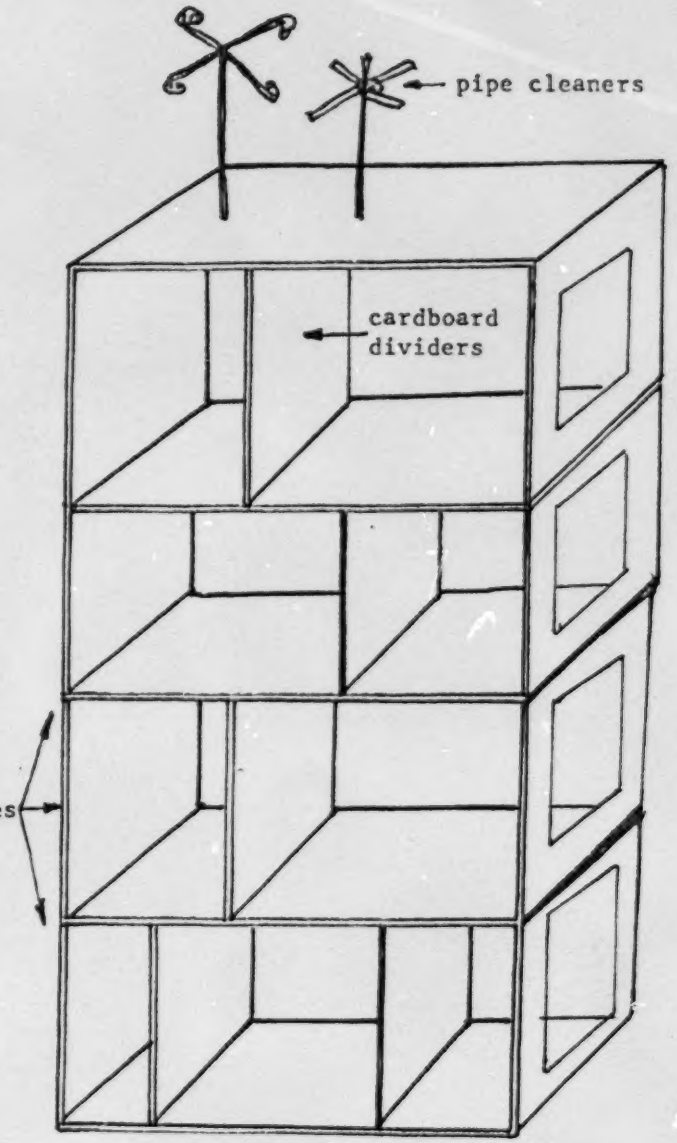
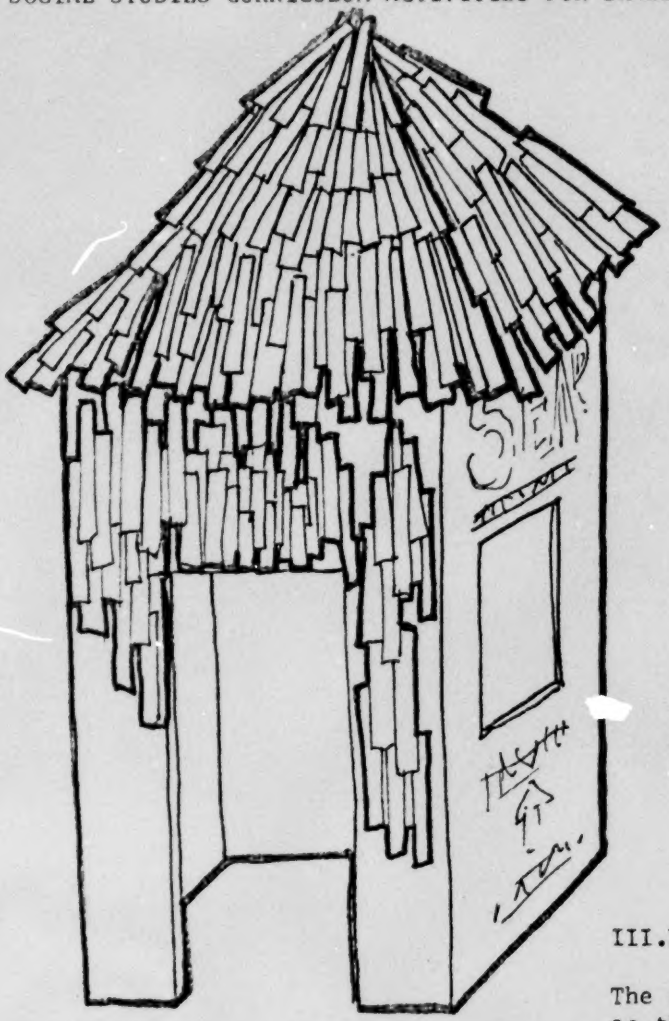


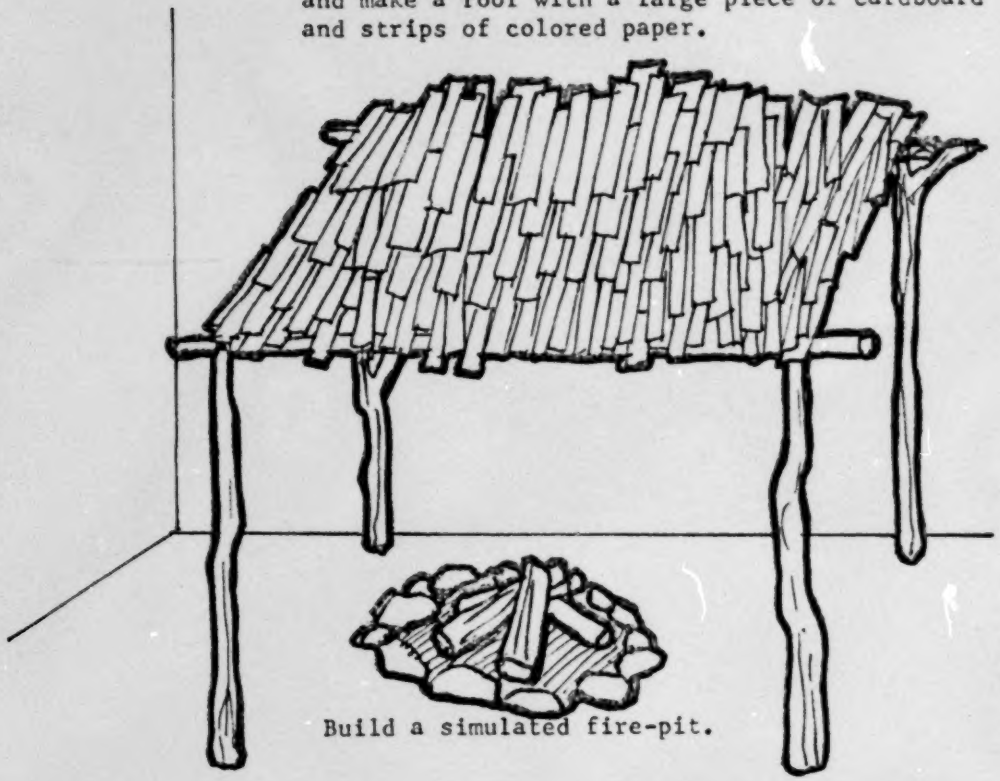
III.B.a. My Family

Using shoe boxes, the children will construct a Puerto Rican one-family house and a modern apartment building.
Doors and windows can be cut out so that puppets can be manipulated inside.
Walls will be painted or decorated with bits of wallpaper. Do the same for a one-family house and an apartment building in Connecticut.





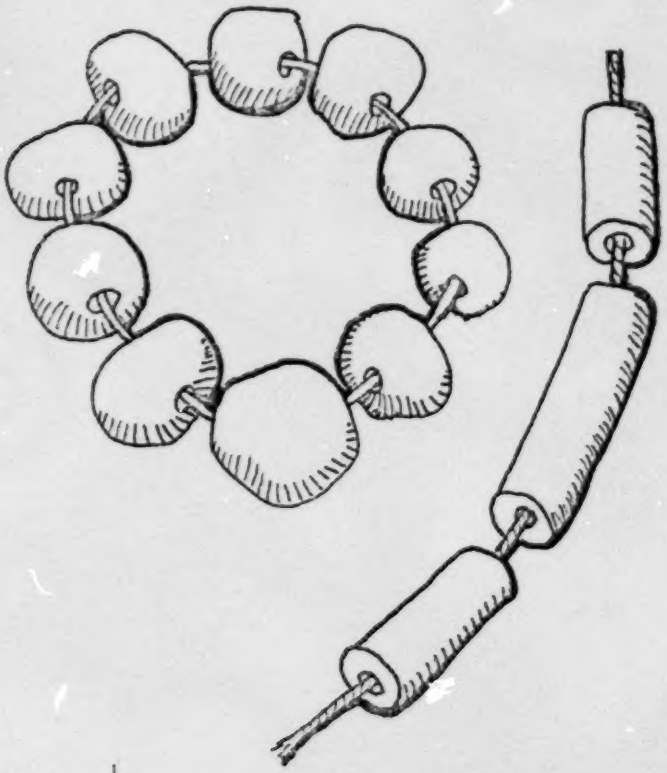
Build an open wall caney with straight branches and make a roof with a large piece of cardboard and strips of colored paper.



Build a simulated fire-pit.

III.D.a. My Family

The children can build models of "bohíos" with a refrigerator carton as the base. Cut out an entrance door and a couple of windows. Tear strips of yellow and brown paper and paste them all around and on the roof to simulate straw.

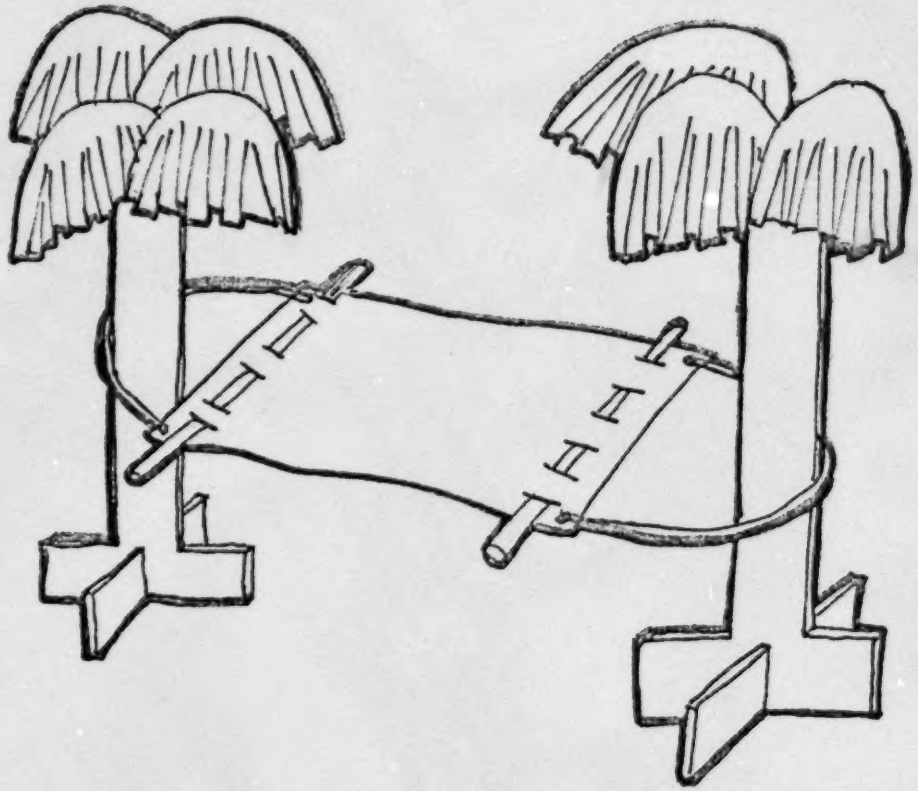


Monday: "COLLARES DE PIEDRA"

The children will make necklaces and other jewelry with clay or play dough.

They can color the dough with vegetable dye or paint.

Show the children pictures of Indian jewelry.

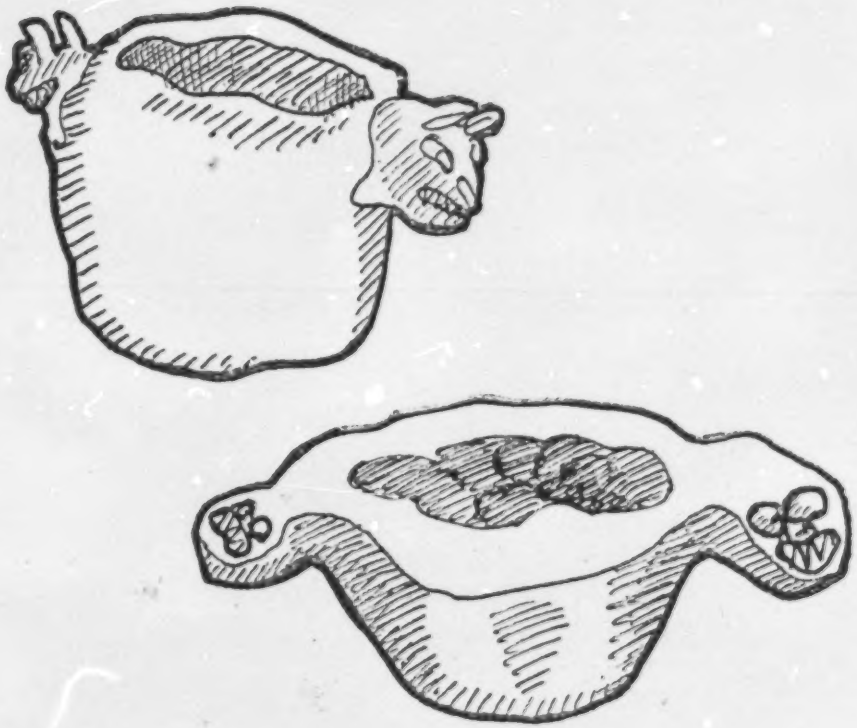


Tuesday: "HAMACA"

The children will make "hamacas" with little pieces of cloth and sticks woven through. They will hang the "hamacas" from cardboard "palmas."

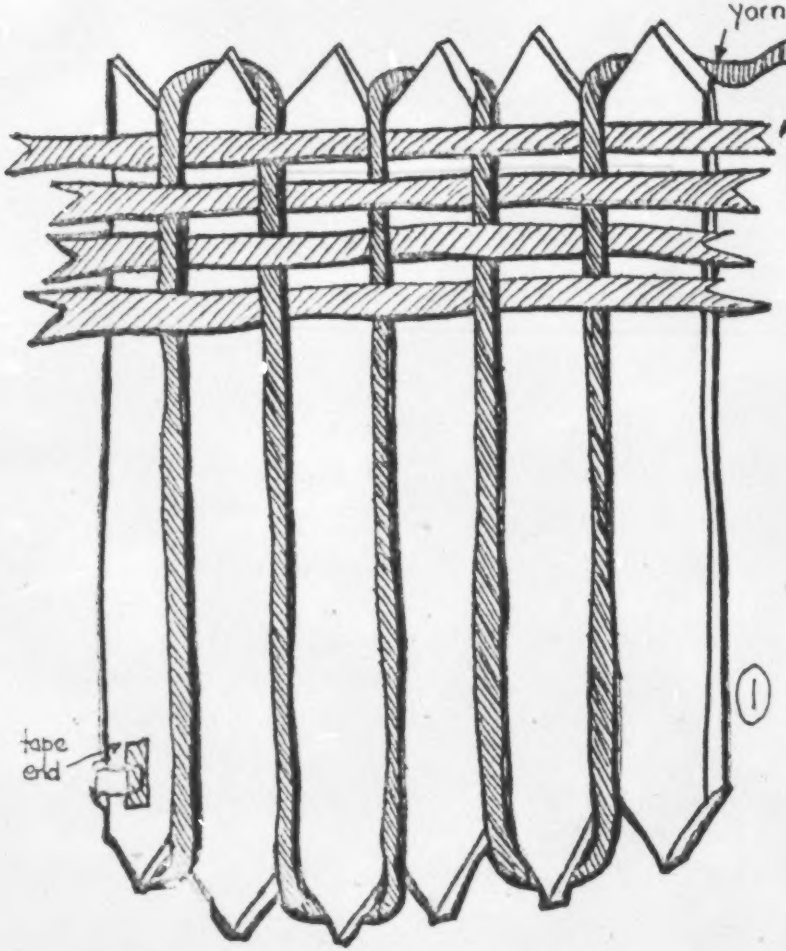
Wednesday: "MASCARAS"

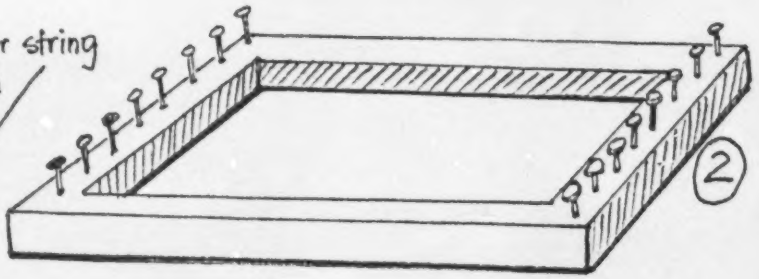
The children will use paper plates and bits of paper to make masks. Show the children the different masks from different periods: "Arauacos," "Taínos," "Caribes."

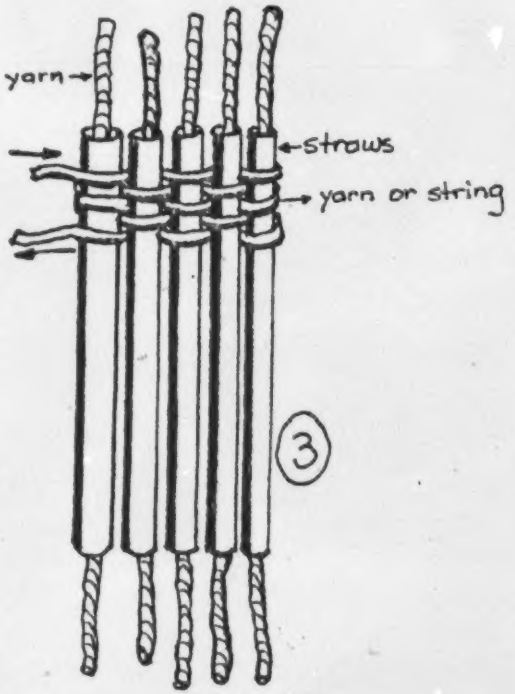


Thursday "VASIJAS"

The children will make pinch pots out of clay. They will decorate them with the heads of animals and textures. Show the children pictures of authentic "vasijas."







Friday : TEXTILES

The children will weave using different methods:
1. Using a cardboard base.
2. Using a frame and nails base.
3. Using a straw base.

they could make models of hammocks, on Wednesday they could make Taino masks, on Thursday they could make clay pinch-pots with animal head patterns, and on Friday they could weave mats. During this week the teacher and children can make up a play about a Taino family. This can be written on the chalkboard and on Friday the children can perform the play.

b. In another corner of the room a Colonial Connecticut village can be constructed. A model of a Colonial house can be built from cardboard. The construction activities for the Connecticut week could be making pilgrim hats on Monday, making brooms on Tuesday, making candles on Wednesday, making soap balls on Thursday, and spinning wool on Friday. A play for a Colonial Connecticut family could also be written on the chalkboard and then performed on Friday.

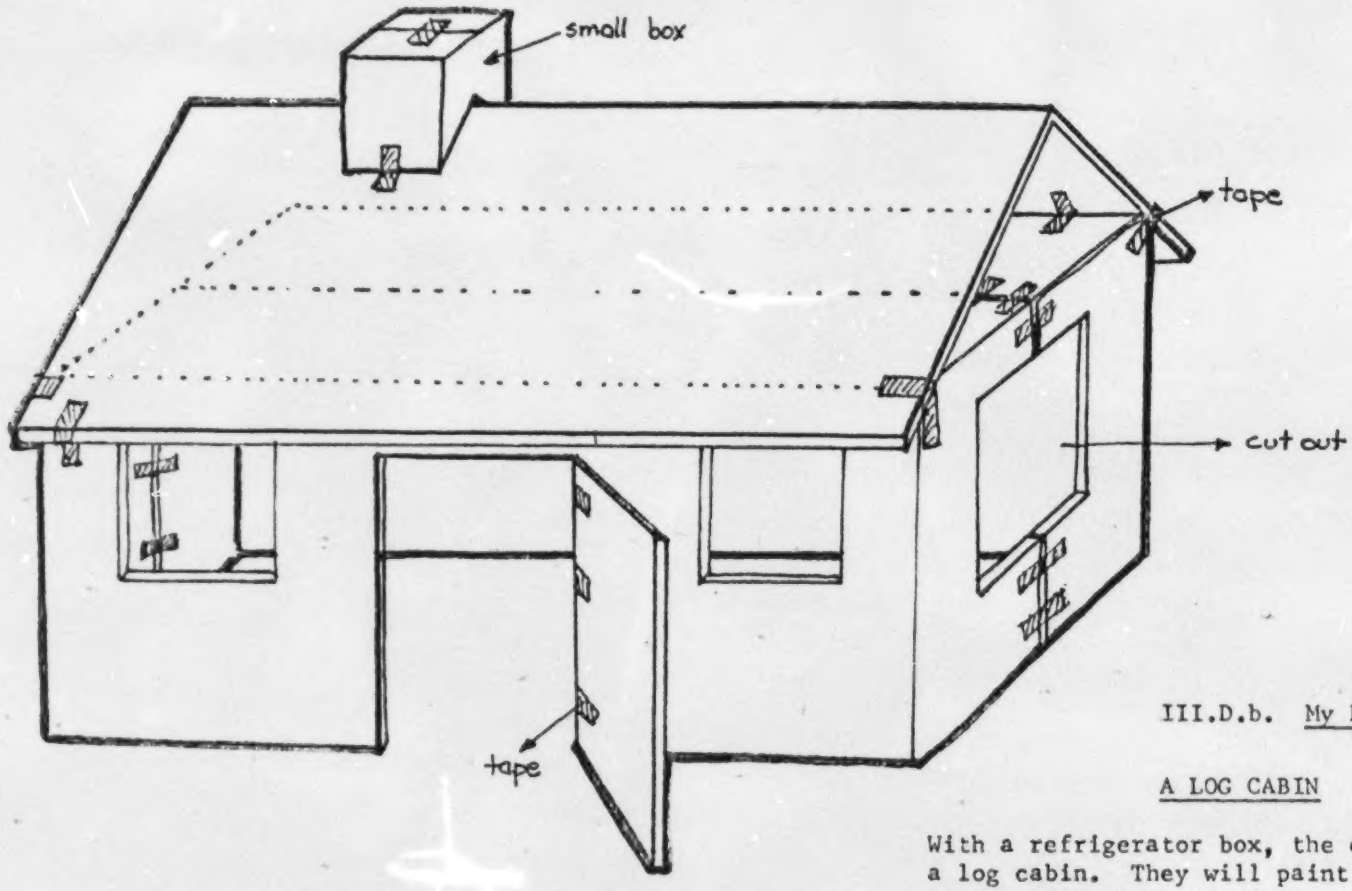
IV. My Home

A. Is able to identify the different parts of a house and associate furniture with these different parts.

a. The teacher can demonstrate on the chalkboard how to make a floor plan of a house. The names of the rooms should be written on the floor plan. Then each child can make a floor plan for their own home. The children can then make small pictures of different pieces of furniture that are in their home. The names of these pieces of furniture should be written on the pictures. Each child will then have a floor plan and a set of furniture pictures. The children can then exchange plans and furniture sets and practice placing the furniture in each others' homes to see who can do it the fastest.

B. Is able to associate different parts of the house with activities.

a. The teacher can make two sets of cards. One set will have the names of rooms in a house on them, the other set will have the names of activities that would take place in these rooms. The teacher can show the children each pair of room and activity cards, explain what each word means and then demonstrate a pantomime of the activity. For example, for the bedroom-sleeping pair the teacher could do a pantomime of sleeping. After this explanation the children will be ready to play a game. In this game the teacher will give two children an activity card. Without showing the rest of the class this activity card, the two children will do a pantomime of the activity. The other children will choose the room card which matches the pantomime activity. After the children get so they can do an appropriate pantomime and choose the correct room card, then the room cards can be eliminated and the children can be asked after each pantomime to write the name of the activity and the room on the chalkboard.

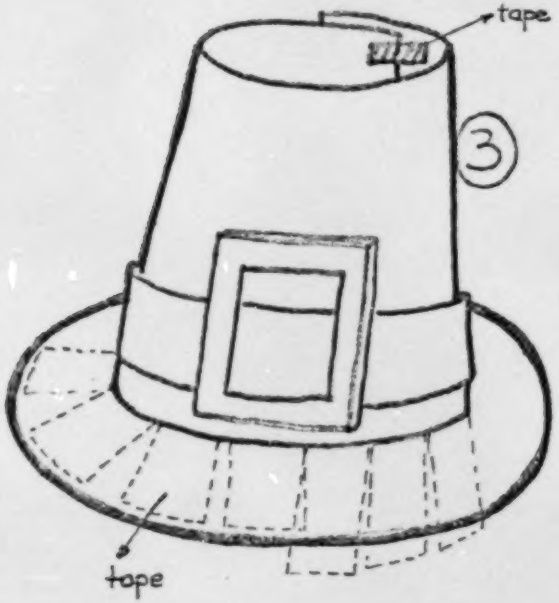


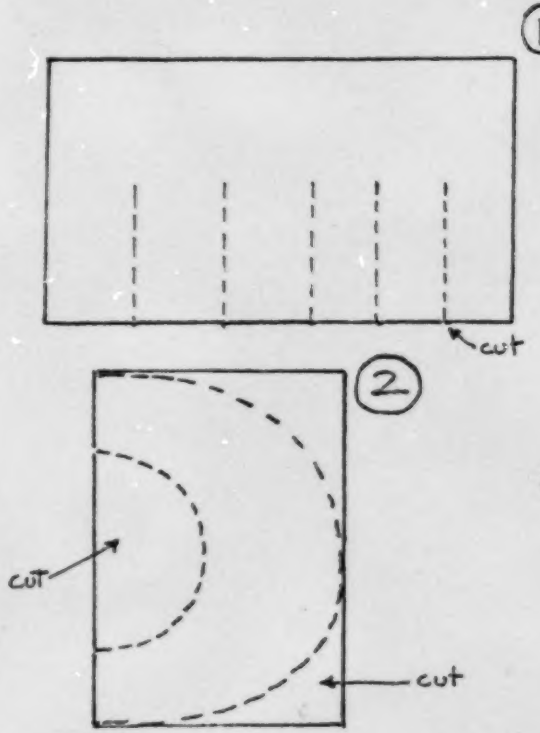
III.D.b. My Family

A LOG CABIN

With a refrigerator box, the children will build a log cabin. They will paint it or paste paper on it to simulate the logs. A small box can be used for the chimney.

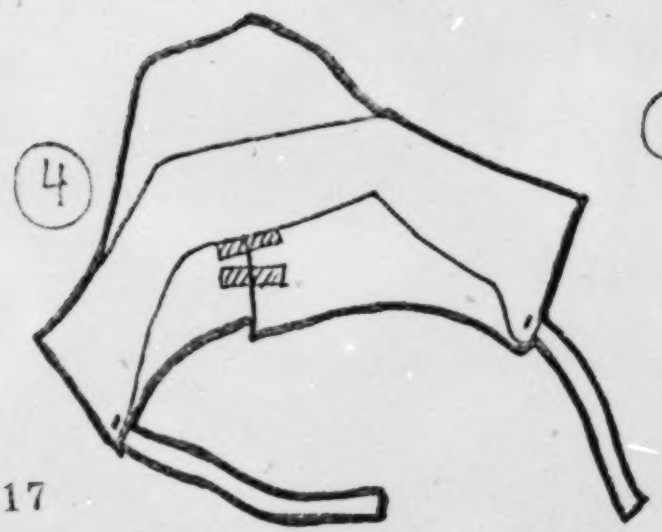
Monday : THE PILGRIM'S HAT AND BONNET

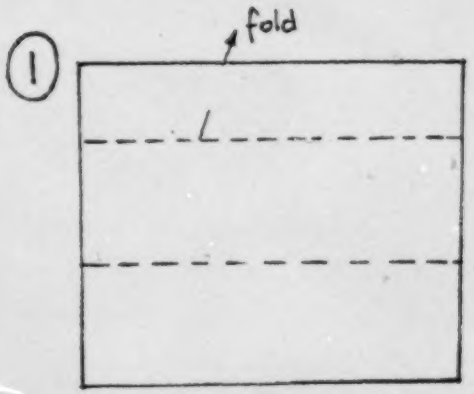


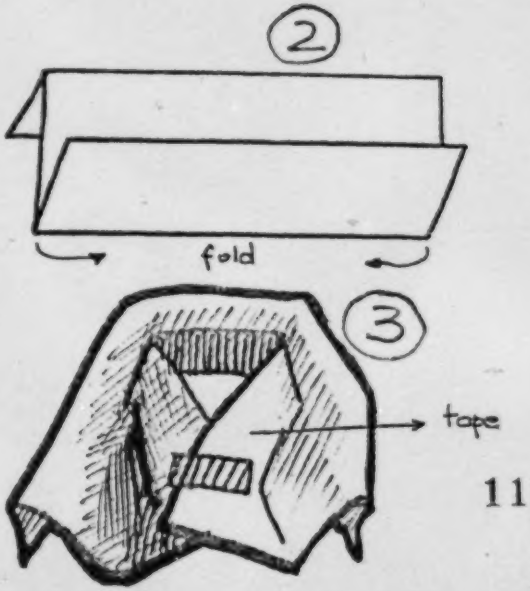


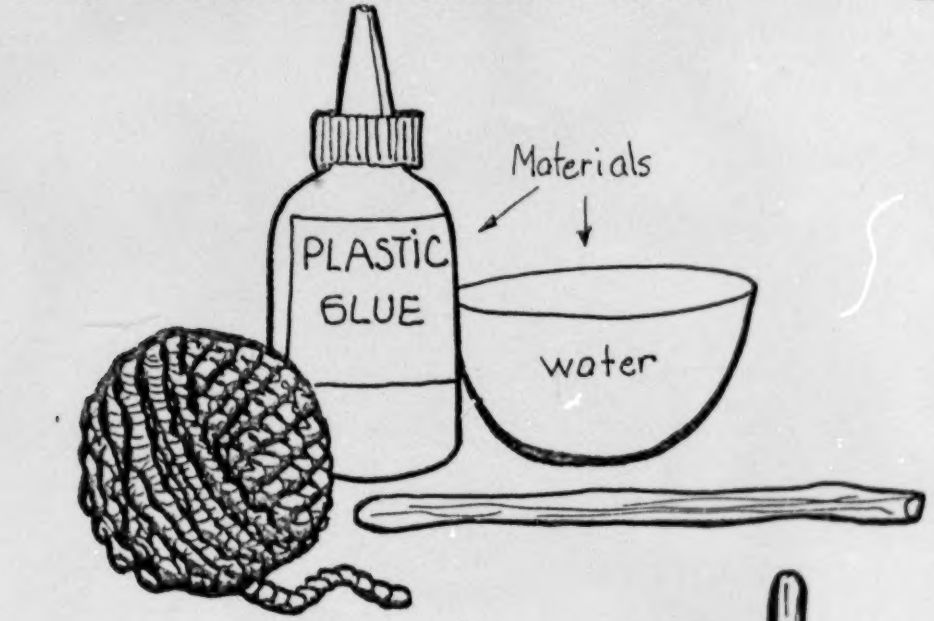
Hat:
1. On a large piece of black paper, cut along dotted lines, roll and tape.
2. Fold another piece of black paper and cut along dotted lines.
3. Put a band and buckle around the top.

Bonnet:
1. Fold along dotted lines as shown and tape together underneath.



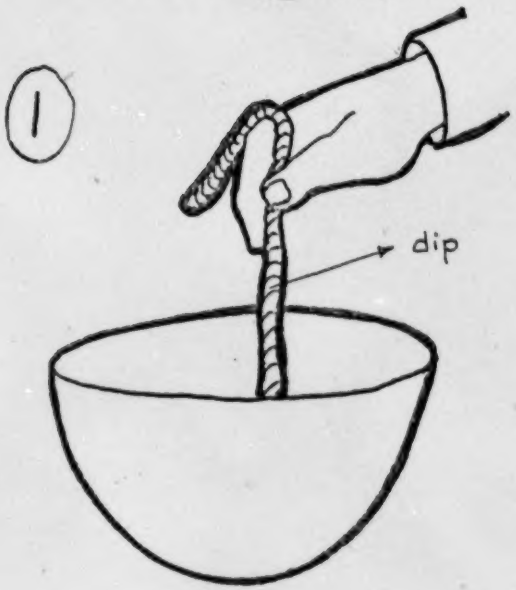


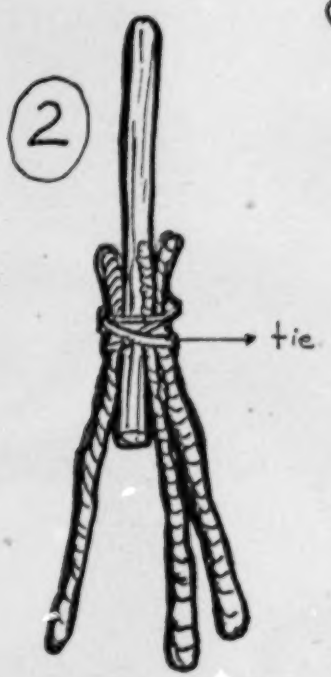


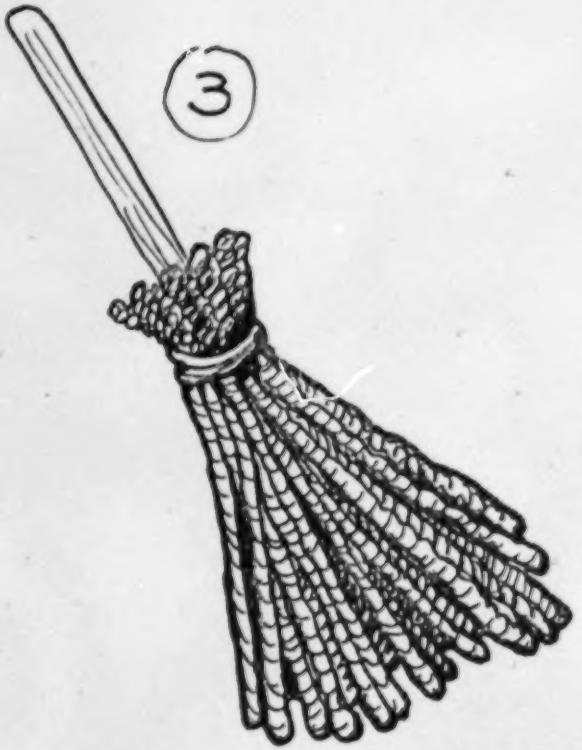


Tuesday : THE PILGRIM'S BROOM

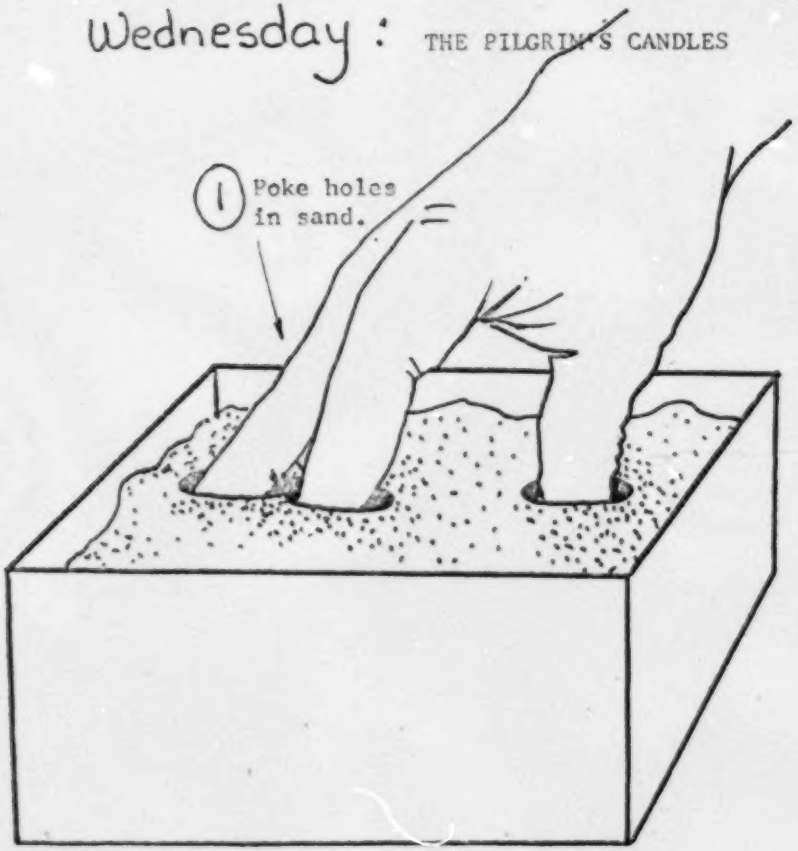
1. Dip heavy yarn or rope in a bowl containing a mixture of half glue and half water.
2. Let them dry and tye around a stick.
3. Wrap them all around the stick until it resembles a broom.

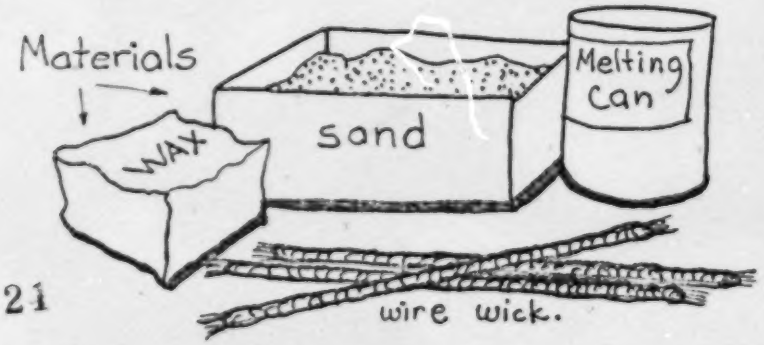


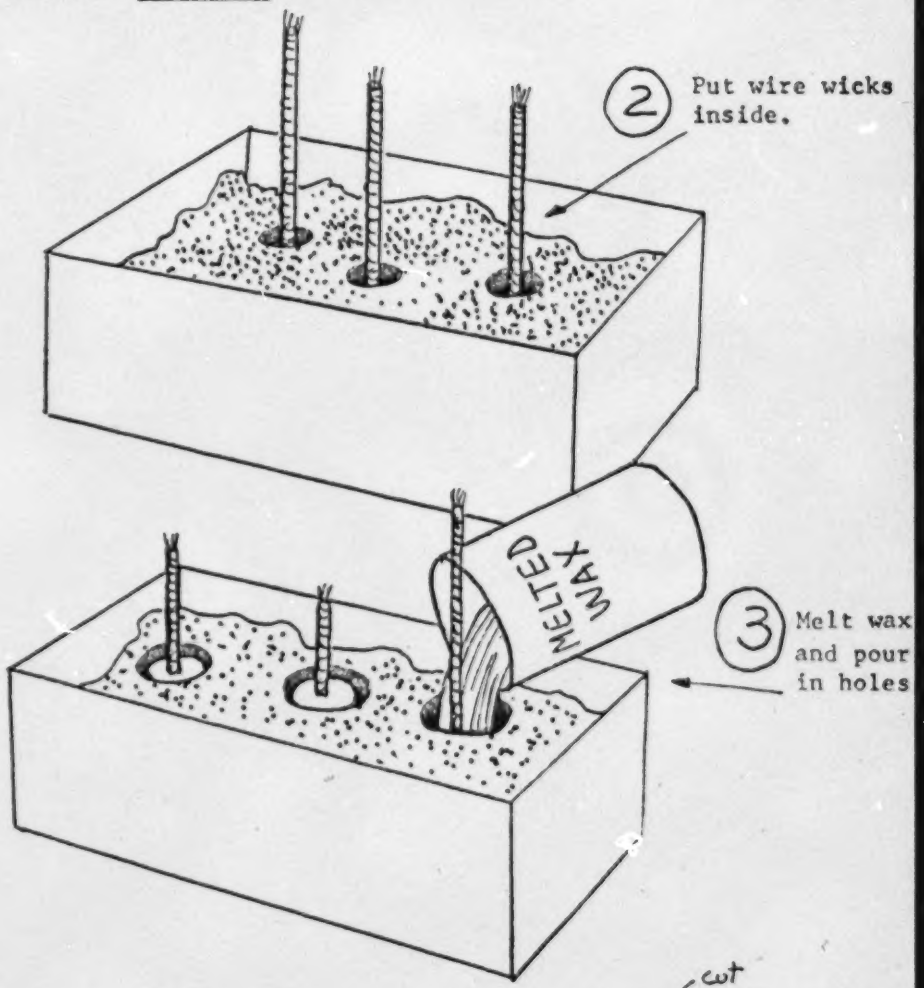




Wednesday : THE PILGRIM'S CANDLES



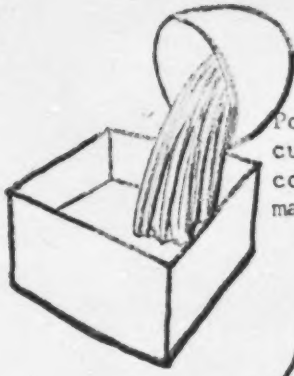




Materials

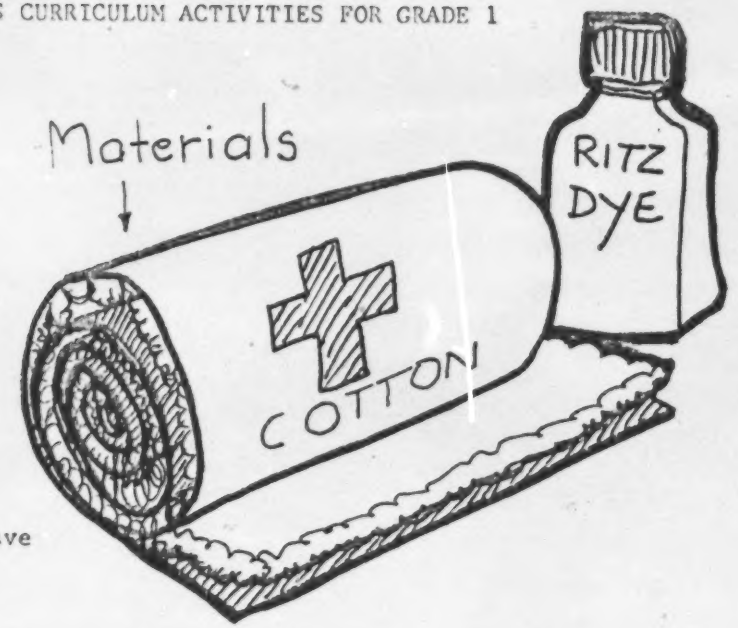
Mix Ivory Snow flakes soap with a little water until it becomes a paste.

2 Mold with your hands as a soap-ball.



Pour into cut-out milk container to make soap cake.

Thursday THE PILGRIM'S SOAP



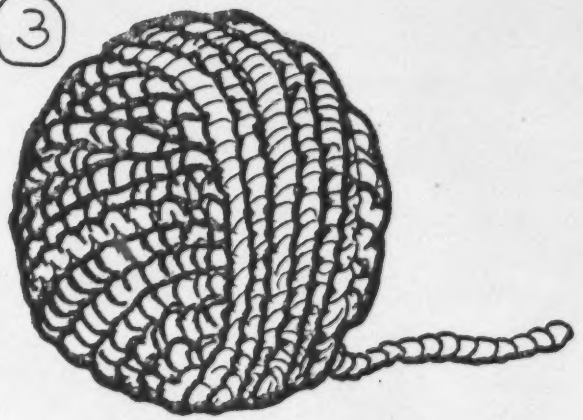
(1) Dye cotton or leave it white.

(2) Pull chunks of cotton and spin with two hands in invert motions.

Friday SPINNING WOOL

The children will use cotton in rolls and dyes of their favorite color.

(3)



After children have enough pieces of "yarn" it can be tyed together or used for weaving.

IV.B.a. My Home

Make two sets of cards: one with the rooms of a house, the other with the activities for those rooms.

C. Is able to understand the relationship between location on the earth, climate, and the construction of houses.

a. Show the children a large globe and place another round object away from the globe to represent the sun. Show the children how the earth tips back and forth on its axis so that sometimes the north part of the earth is tipped more toward the sun and sometimes the south part is more toward the sun. Explain how, when a part of the earth is tipped more toward the sun, it is warmer and when it is tipped away it is colder. Explain how Connecticut is in the north part of the earth so that sometimes it is warm and sometimes cold; Puerto Rico is more in the middle of the earth so that it faces the sun all year and is therefore warm all the time. Then show the children pictures of houses in Connecticut and in Puerto Rico and explain how they are different because of the difference in the weather. Then the teacher can write sentences on the chalkboard, explaining the relation between the weather and how houses are built in Connecticut and in Puerto Rico. Then the children will copy each sentence on the bottom of a sheet of paper and draw a picture showing the kind of house and weather around the house.

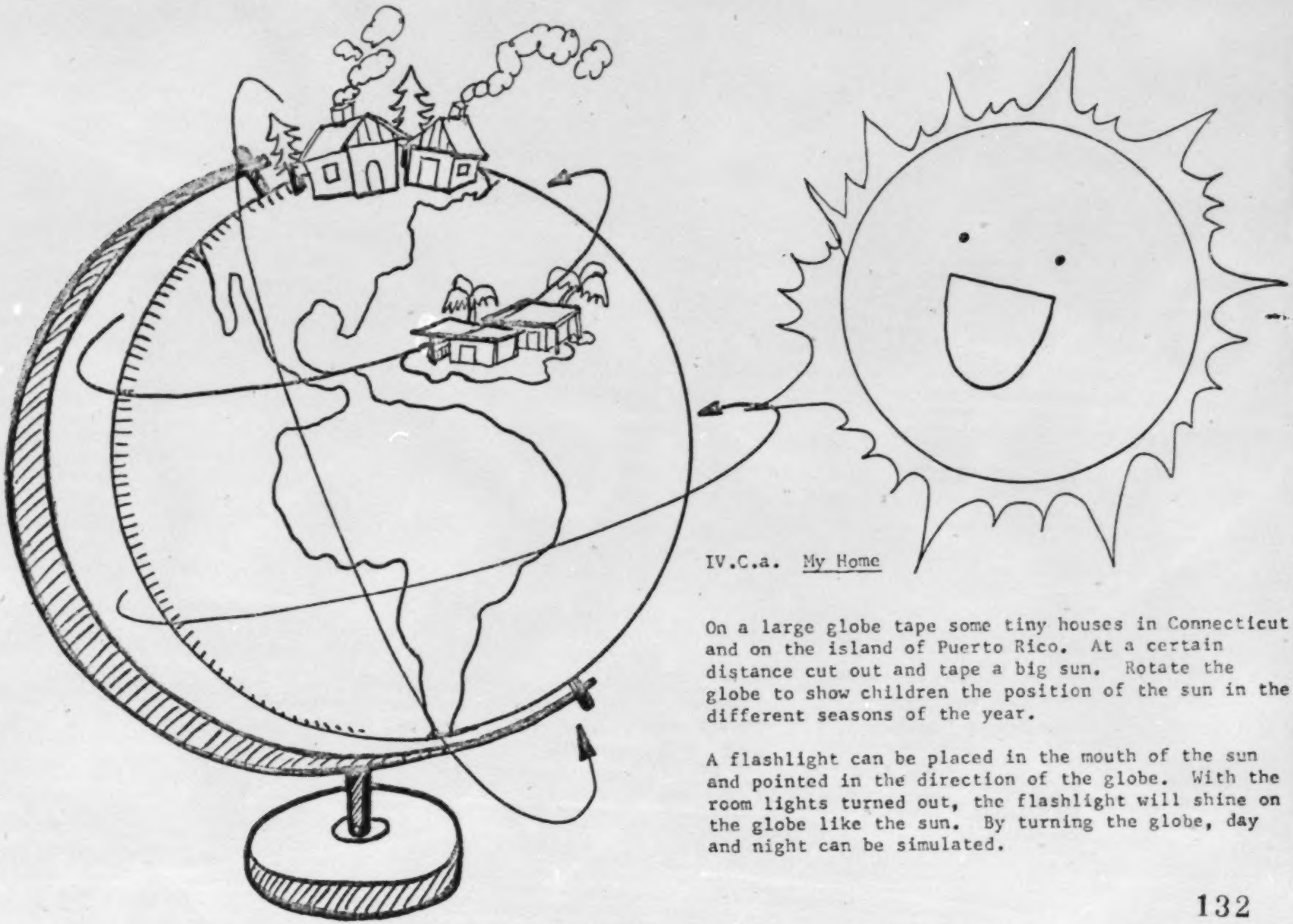
D. Is able to understand how man uses natural resources in the building of homes.

a. The teacher can explain how people in different locations and times have used available resources to build their houses. The log cabin and the bohio can be used as models. The children can build a model of a log cabin and a model of a bohio. The teacher can write the names of the different materials used in constructing log cabins and bohios on the chalkboard. The children can copy the names of these materials on small tags and attach these tags to the log cabins and bohios at the appropriate places.

V. My Community

A. Is able to understand the community as a system of interdependent people.

a. The teacher can explain how people are dependent on each other and how a community consists of a group of people who can provide for most of each other's basic needs. This could be done by drawing pictures of different community members in a circle on the chalkboard and having the children explain how one specific person is dependent on another. Lines can be drawn between the community members to represent these dependencies. To emphasize this point the teacher can read the story of Robinson Crusoe and have a discussion about the difficulties of getting along without other people. The children can think of situations where Robinson Crusoe would need other people, for example, when he got sick. Each child can make up one sentence describing a situation where Robinson Crusoe would need other people and then draw a picture to illustrate that situation.



IV.C.a. My Home

On a large globe tape some tiny houses in Connecticut and on the island of Puerto Rico. At a certain distance cut out and tape a big sun. Rotate the globe to show children the position of the sun in the different seasons of the year.

A flashlight can be placed in the mouth of the sun and pointed in the direction of the globe. With the room lights turned out, the flashlight will shine on the globe like the sun. By turning the globe, day and night can be simulated.

B. Is able to associate community members with the contribution that they make to the welfare of the community.

a. The teacher can make small cards with the names of various community helpers on them. The teacher will make up riddles for different helpers. The children can pick the name card which answers the riddle. For example:

Riddle	Card
Tijeritas, Tijeritas tengo y pelú no te dejo.	el barbero
Corto, corto, corto madera para muebles.	el carpintero
Arreglo las matas y flores en tu jardín. Limpio la grama y los árboles los recorto.	jardinero
Te doy medicinas y te curo si te enfermas.	el doctor
Te traigo cartas de abuelito y abuelita en Puerto Rico.	el cartero
No juegues con fósforos te digo siempre, pero si fuego aparece, a apagarlo yo voy.	el bombero
Estudia siempre tu asignación. Recuerda lo que debes de leer. Lee conmigo y aprenderás.	la maestra

The children can continue the game by making up their own riddles.

b. The teacher can make two sets of cards. On one set can be pictures of different community helpers. On the other set of cards can be pictures of objects that are associated with these community helpers. On the back of each card should be written the names of the community helpers and the objects. First the children should match the picture of the community helper with the picture of the appropriate object. Then the children should turn the cards over to see the names of the people and the objects which go together. Finally, the teacher should provide each child with a duplicated sheet with incomplete sentences which the children can complete by using the correct helper and object name. For example, if the helper is a mailman and the object is a letter, then the sentence which the children should choose to fill in would be:

El _____ trae la _____.

Out of the several sentences provided for the different community helpers, only one should have a verb appropriate to the given helper and object.

C. Is able to identify the similarities and differences between communities.

a. The teacher can collect four pictures of communities -- one of a Taino village, one of a Pilgrim village, one of a modern city in Puerto Rico, and one of a modern city in Connecticut. The teacher can stimulate discussion about the different technologies that determine the differences in these communities. These technologies could have to do with: food preservation, food transportation, sewage disposal, building construction. For each of these areas a chart could be prepared comparing these technologies in the four different communities. The children can either draw pictures or cut them from old magazines to demonstrate these processes. The teacher should emphasize the greater need for specialization in the technologies of the modern city.

D. Is able to understand how communities express their togetherness.

a. The children will stage two celebrations in the classroom. One will be for Puerto Rico, such as "El Carnaval de San Juan" and the other will be a Connecticut celebration such as Independence Day. The day after these celebrations the teacher will write a number of words related to the celebration on the chalkboard and the children will use these words to write a one-paragraph description of the celebration. The vocabulary for these celebrations could be:

El Carnaval de San Juan	Independence Day
Reina	Declaration of Independence
Vejigantes	Parade
Carrozas	Firecracker
Triquitraques	Band
Desfile	Picnic
Celebración	Patriot

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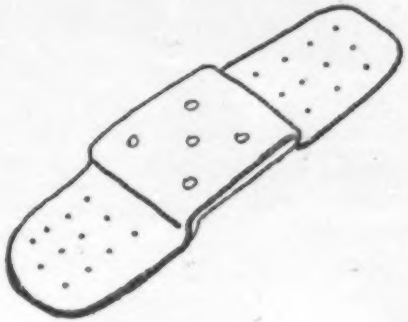

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V.B.b. Community

Make two sets of cards. One with a picture of a community worker and the other with a picture of an object used by that person. On the back of each card write the name of the worker and the name of the object.

SOCIAL STUDIES CURRICULUM ACTIVITIES FOR GRADE 1

V.B.b. Community

CARTERO	carta
PELUQUERO	tijeras
CONDUCTOR	guagua
MAESTRO	tiza
POLICIA	pito
DOCTOR	maleta
BOMBERO	manguera
ZAPATERO	zapato
CARPINTERO	martillo
COSTURERA	aguja

El _____ trae la _____ .

El _____ corta con las _____ .

El _____ conduce la _____ .

El _____ escribe con la _____ .

El _____ toca el _____ .

El _____ viene con su _____ .

El _____ apaga el fuego con la _____ .

El _____ arregla _____ .

El _____ usa clavos y _____ .

La _____ cose con su _____ .

Zapatero	aguja
maestro	zapato
conductor	martillo
policía	pito
doctor	carta
peluquero	tijeras
bombero	tiza
cartero	guagua
carpintero	manguera
costurera	maleta

E. Is able to construct a simple map.

a. The children can construct a map of the neighborhood around the school. Each child can be given a large piece of paper. On this large piece the children can paste smaller squares of colored paper which will represent the different square blocks in the school area. On these squares the teacher can show the locations of various important buildings in the neighborhood and the children can draw pictures of these buildings at the appropriate locations. Then the teacher can write a list of all the streets in the neighborhood on the chalkboard. The class can discusss where these streets should be located on the map and then write in the names of the streets in the appropriate places. For those children who live right around the school, the homes can be located on the map. Small Puerto Rican flags can be drawn at the locations where these children live.

VI. Transportation

A. Is able to identify and distinguish different means of transportation.

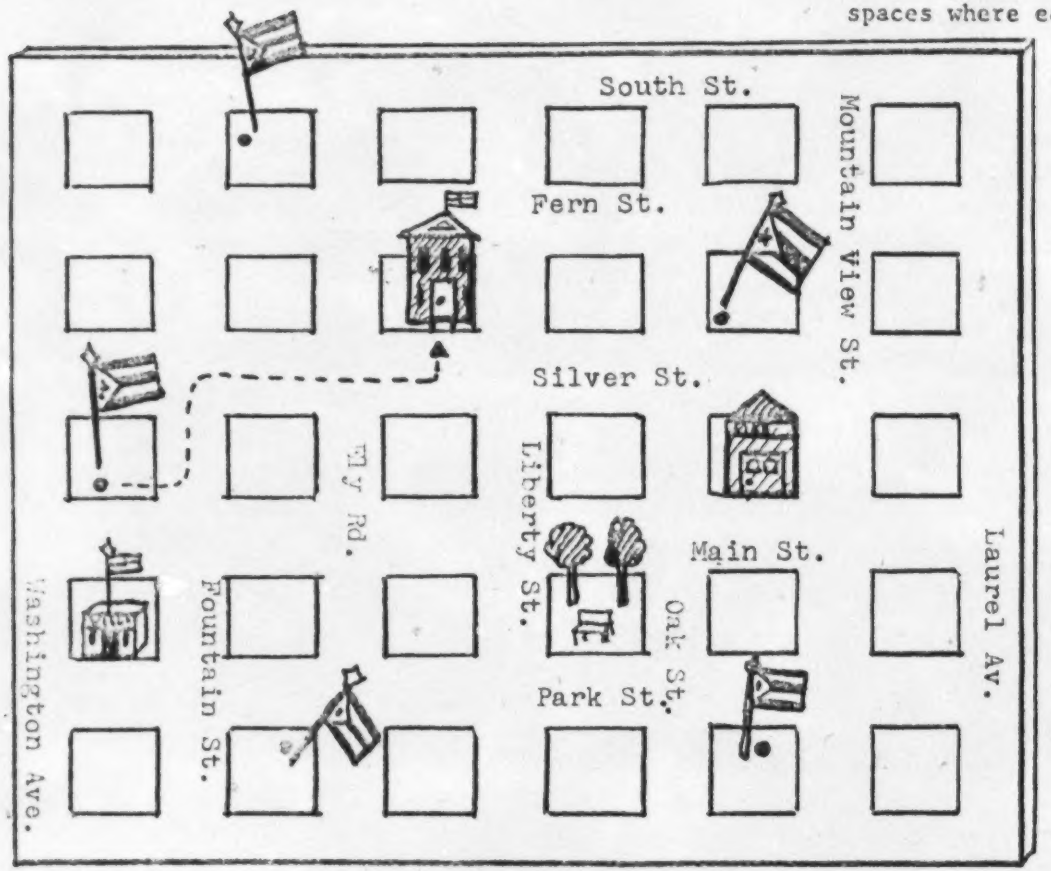
a. The teacher can collect pictures of all different kinds of transportation -- automobiles, trains, ships, airplanes, bicycles, etc. For each picture the teacher will also make a set of cards giving the names of these means of transportation. The children can practice placing the cards with the appropriate picture. Then they can practice copying these words. After the children can place the words with the right picture and copy the words correctly, then the teacher can show the pictures to the children one at a time and have them write the names without reference to the name cards. Means of transportation which are traditional to Puerto Rico should be included in this activity, such as a "carreta de bueyes" and a "caballo con banastas."

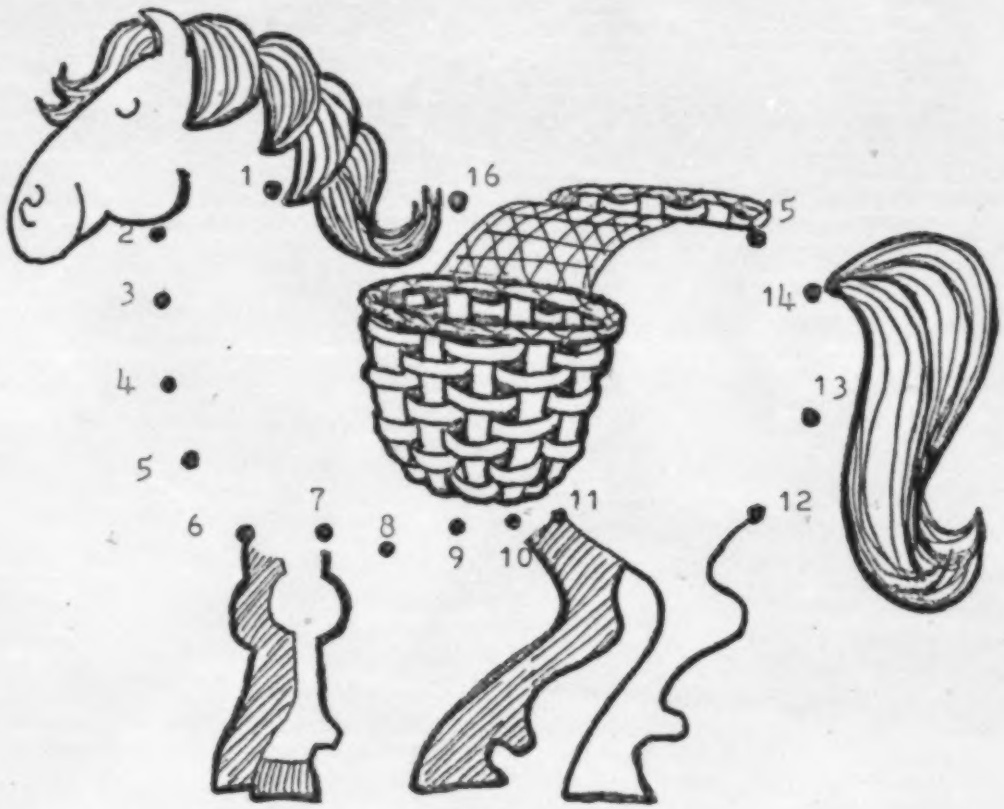
b. The teacher can make duplicated sheets on which the children can make lines between a series of numbers to make a picture of a given means of transportation. At the bottom of each of these sheets should be two sentences and a blank line. One of the sentences will describe the transportation shown and the other not. The children will choose the sentence which describes that transportation and copy the sentence on the blank line. These pictures should include such things as the horse, the bus, the airplane, the boat, and the stagecoach.

c. The teacher will make duplicated sheets. In the left column will be phrases describing situations where a particular type of transportation would be appropriate. In the right column will be the names of the different means of transportation. The children will match the situation to the appropriate means of transportation by drawing lines.

V.E.a. Community

The children will construct a map of the neighborhood around the school by using a large piece of cardboard. On it they will paste squares of colored paper to represent the blocks. They will paste on little pictures of houses and the school. They will write in the names of the streets and paste the Puerto Rican flag in the spaces where each Puerto Rican child lives.



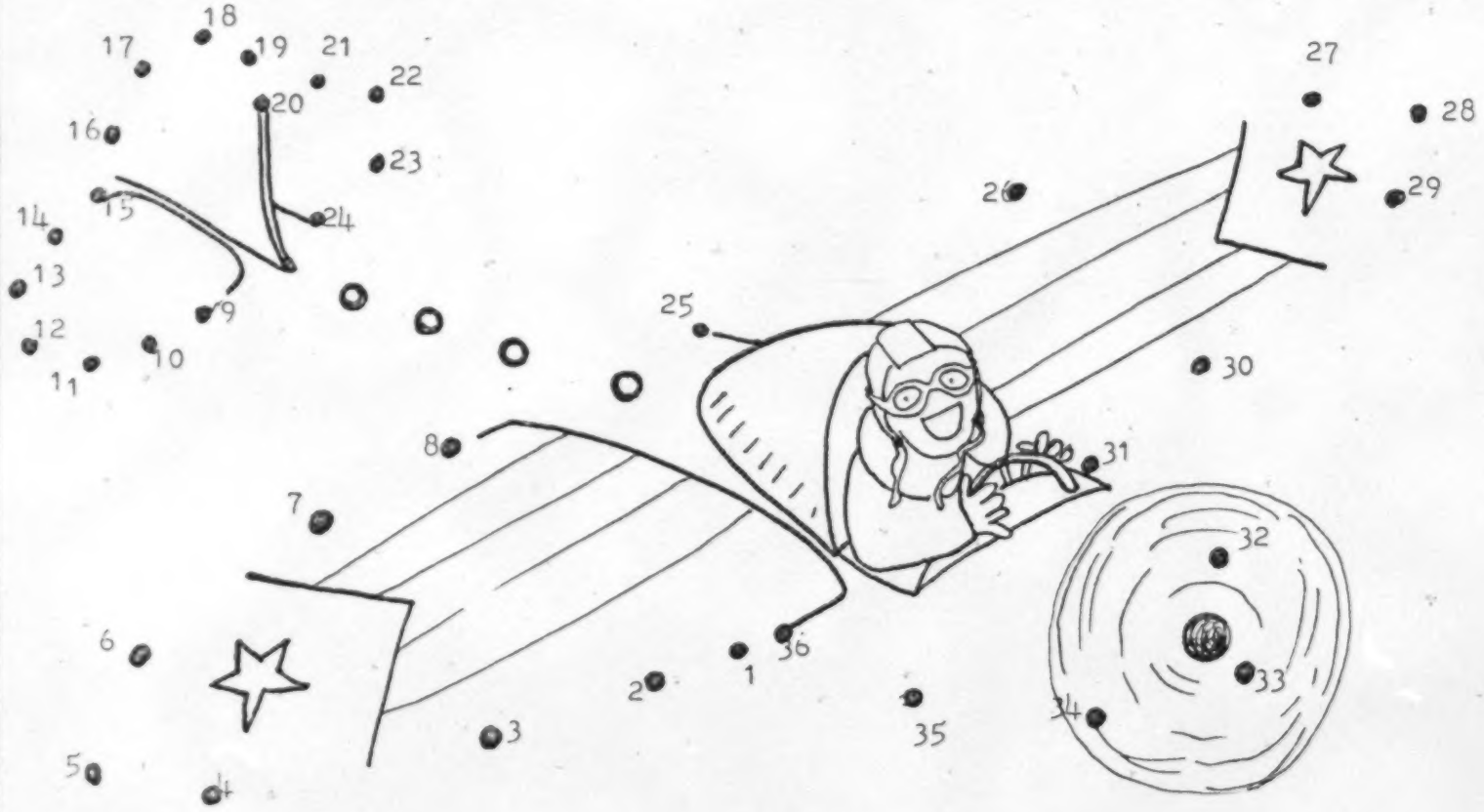


☐ El caballo vuela alto en el cielo.

☐ El caballo carga fruta en sus canastas.

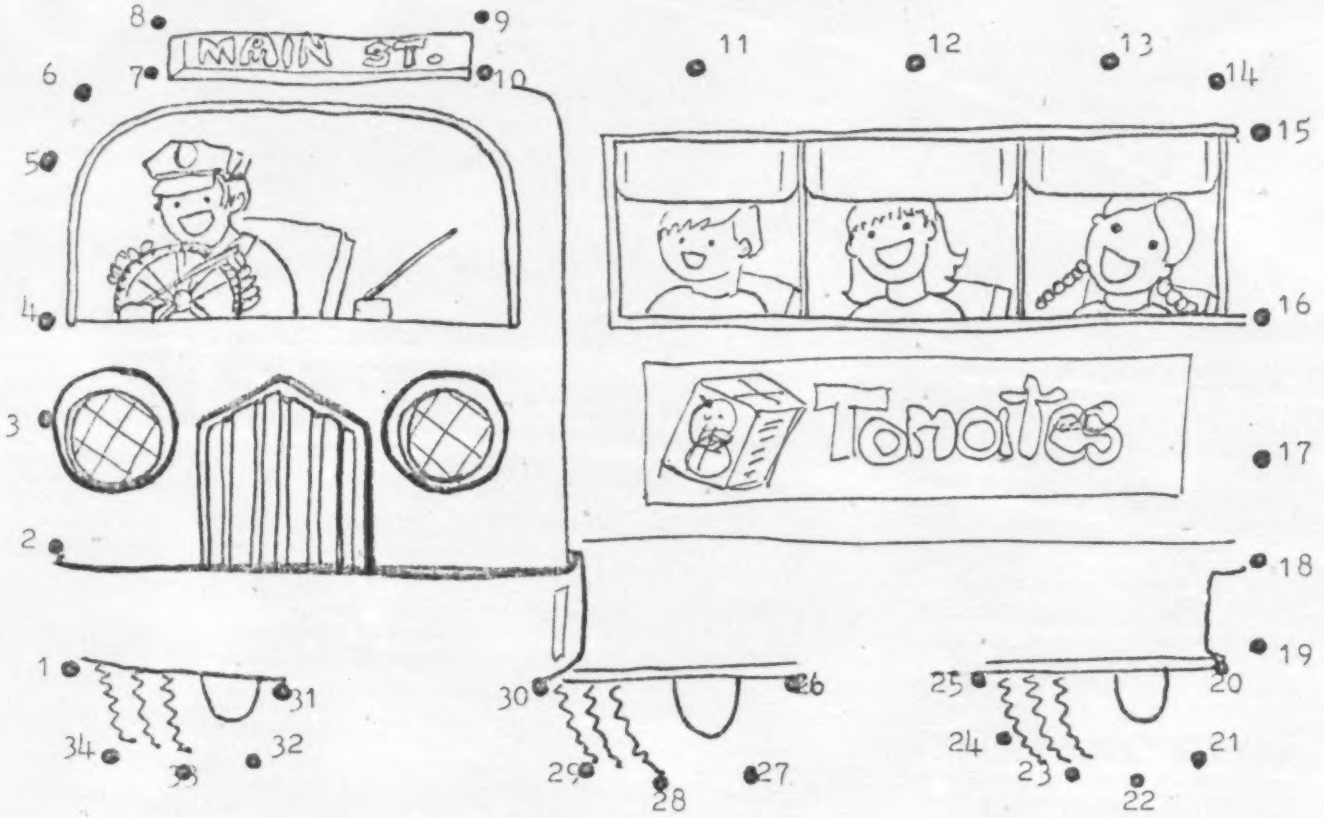
☐ El barco anda por las càlles de la ciudad.

☐ El barco navega en el mar.



☐ El avión anda bajo agua.

☐ El avión vuela sobre las nubes.



☐ La guagua anda por la calle.

☐ La guagua anda por el agua.

Me deslizo en la montaña cubierta de nieve.	CANOA
Cargo plátanos desde la montaña hasta la ciudad.	TRINEO
Llevo a una persona enferma al hospital.	BARCO
Critobal Colón llegó conmigo a América.	BICICLETA
Los Indios Taínos me usaban para ir a pescar.	CARRO
Los llevo de vacaciones desde San Juan a las Islas Vírgenes.	GUAGUA
Yo ando por el parque.	VELERO
Los llevo de visita desde San Juan a Bayamón.	CABALLO

The children will match the situation described in the phrases with the appropriate means of transportation in the right column.

B. Is able to distinguish between the main categories of transportation.

a. The teacher can divide a bulletin board into three sections. One of these will be titled land transportation, a second will be water transportation, and the third air transportation. The children can cut pictures of different means of transportation from old magazines and these can be placed in the appropriate place on the bulletin board.

b. The teacher can make a duplicated sheet with pictures of different means of transportation. Under each picture will be a blank box. The teacher can write the three terms "air transportation," "water transportation," and "land transportation" on the chalkboard. The children will copy the appropriate term on the box for each picture.

C. Is able to locate places on a map.

a. The teacher can have a large map showing all the area between Puerto Rico and Connecticut. The teacher can make small flags with the names of the different important locations between Puerto Rico and Connecticut on them. These could include cities, islands, and states. The teacher can demonstrate placing a flag in a proper location on the map and then describing that location. After the teacher has done this for each location the children can take turns placing the flags in the proper locations and describing these places.

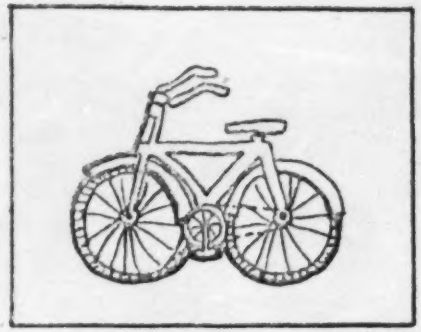
b. The teacher can make duplicated papers with the map of the area between Puerto Rico and Connecticut on them. The maps should have arrows pointing to different locations on them. The children should label each arrow with the name of that location.

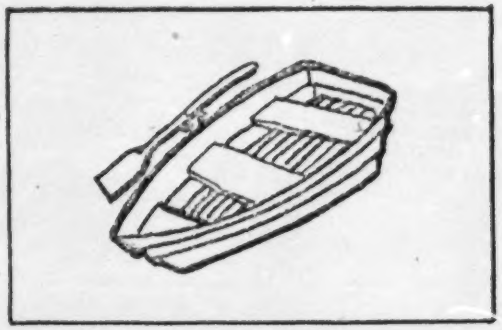
D. Is able to relate routes and means of transportation between two places on a map.

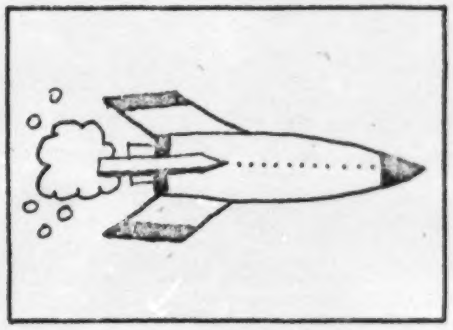
a. Using the large map of the area between Puerto Rico and Connecticut the teacher can show the children how to make different routes between Puerto Rico and Connecticut. For each route the teacher should tell about the different means of transportation that would be used and the things that are encountered on the way. Then the children can make up their own routes between Connecticut and Puerto Rico and tell about the transportation used and what was seen on the way. Finally, the teacher can make duplicated papers with a description of a person going from San Juan to Hartford. In this description there should be several places where the child has to choose between two words to complete the sentences.

VI.B.b. Transportation

The children will copy the appropriate term in the blank box.







TRANSPORTE MARÍTIMO

TRANSPORTE AÉREO

TRANSPORTE TERRESTRE

Juan Ramón Rivera salió de San Juan para Miami en (bote, carro)_____ .

En el camino el vió (New York, Nassau) _____.

Cuando Juan llegó a Miami salió para Atlanta en (tren, bicicleta)_____.

Desde Atlanta el viajo a New York en (avión, cohete) _____.

Antes de llegar a New York el pasó por (Cuba, North Carolina)_____

_____ .

Cuando Juan llegó a New York el se subió a un (caballo, carro)_____ ,

para llegar a Hartford.

Desde la ciudad de Hartford el (nadó, caminó) _____ a la

casa de su abuelita que vive en la calle Forbes número 1345.

VI.D.a. Transportation

The children can choose the correct answer by looking at a map.
Some answers are logical in relation to the geographic sequence of the trip, others are not.
The appropriate answer should be written in the blank space.

b. Using a large map of San Juan and surroundings with all the roads clearly marked, the children can imagine that they are visiting famous spots with a little car. As the children arrive at different well-known places, pictures will be shown and the area described to them. Use areas such as "El Morro," "El Museo del Ponce," "La Playa de Luquillo," and"El Yunque."

VII. Communications

A. Is able to distinguish the different purposes for communication.

a. The teacher can call the public relations department of his local telephone company and request a "teletrainer" unit. This consists of two telephones that can be used for conversations. The teacher can demonstrate how to use the telephone and how a person talks on the telephone.

b. Using the "teletrainer" unit, the teacher can explain that the telephone is sometimes used for emergency purposes and demonstrate how it is used. The children can be given a sheet with emergency numbers and they can practice dialing these numbers. Other students can play the role of policemen, firement, doctors, etc., so that the children can practice giving and taking information.

c. The children can write a telegram. The class can make up an imaginary situation where they need to get a message to someone in Puerto Rico. They can decide on a short message that they want to send by telegram. They can decide on the words that would be used in this message. The teacher can write these words on the chalkboard and then each child can write his own version of the message using as few words as possible to communicate the message.

d. The class can write a letter to the Governor of Puerto Rico telling him what it is like going to school in Connecticut. The children can decide what they want to tell him, make up sentences, and the teacher can write these sentences on the chalkboard. Each child can then write his own letter by copying the sentences which they want to use in their own letters. The class can then decide which version of the letter is best and send this version to the Governor. Hopefully, the Governor will send a letter in return so that the children have the experience of having a letter answered.

VIII. Animals

A. Is able to distinguish the different uses that people have for domestic animals.

a. The teacher can explain how animals are used by men for different purposes such as recreation, agriculture, comfort, transportation, communication, and sports. A bulletin board can be constructed which is divided into sections for each one of the different purposes. The children can find pictures of domestic animals which can be placed in the appropriate sections. Then with the bulletin board to use for a reference, the teacher can write a list of the names of the animals on the chalkboard. The children can copy the list and write the names of the categories into which that animal would fit beside each animals name.

B. Is able to associate wild animals with the continent or country from which they come.

a. The children can look for pictures of animals from different continents in old magazines. These can be mounted on construction paper. The teacher can write the name of each animal on the chalkboard together with the name of the country from which it comes. The children can copy these names and locations onto the construction paper. The teacher can provide a large map of the world which will be spread out on the floor. The children can then practice looking for the countries from which each animal comes and placing the pictures of these animals in the appropriate place on the map.